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ABSTRACT

This sampler is the product of the Career/Vocational Development Student Profile Project conducted in New Jersey in 1979-80. The purpose of the project was to field test the Career/Vocational Development K-14 Goal Matrix (see note) to see whether the goals, objectives, and indicators are realistic and appropriate for the age/grade levels they represent, and to determine whether a teacher could teach to any given indicator as an integral part of the regular classroom instruction. The sampler is made up of lessons or modules suggested and developed by more than 300 teachers and counselors; each can be used as is or adapted to a particular classroom situation. The ideas are meant to aid the teacher in infusing or integrating career-related concepts into the academic, pre-vocational, and vocational settings in order to meet the career development needs of students. The activities in this publication are intended for grades 7-9, and include games, puzzles, poetry, pages to be reproduced and handed out, and group and individual project ideas. Each lesson is categorized by subject area competency, skills, and the career development objective of the 10 career development goals to which it relates. (Career development goals, as stated in the matrix, cover the following topics: self-awareness, interpersonal skills, decision making, work habits and attitudes, communication and computation skills, career implications of school subject matter, socio-technological-economic-political understanding, career information, marketable skills and adaptability, and leisure preferences and personal responsibilities.) For each lesson or activity, content, methods, resources, and evaluation items are suggested. (KC)

ED206890

A
CAREER EDUCATION
SAMPLER

TEACHING IDEAS FOR GRADES 7 - 9

Compiled by

Dr. Elaine Douma

under an Exemplary and Innovative
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TABLE OF CONTENTS

Acknowledgements i

Foreword ii

Goal 1 - Self Awareness 1

Goal 2 - Interpersonal Skills 31

Goal 3 - Decision Making 75

Goal 4 - Work Habits, Attitudes and Appreciations 107

Goal 5 - Communication and Computational Skills 141

Goal 6 - Career Implications of Subject Matter 187

Goal 7 - Socio-Technological-Economic-Political Understanding 231

Goal 8 - Career Information 271

Goal 9 - Marketable Skills and Adaptability 325

Goal 10 - Leisure Preferences and Citizenship 349

List of Contributers 375

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This sampler represents the efforts of many individuals. The Career/Vocational development matrix on which it is based is the result of research and practice spanning at least fifteen years, involving numerous districts in the state, and requiring the continued support of state and local personnel and resources.

The sampler itself is the product of in-service courses that were conducted in Spring of 1980 and 1981 through the cooperation of Jersey City State College and the Division of Vocational Education and Career Preparation.

Twenty six districts, twenty seven district leaders and over five hundred teachers and counselors were involved. At the conclusion of the courses the leaders screened and edited more than 1,500 modules that had been developed and field tested by the participating teachers. These were subsequently compiled into the present form. A list of people whose modules "made it" into the publication appears elsewhere in this volume. The participating districts and their leaders are as follows:

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ED and T.G.

FOREWORD

This sampler is the product of the Career/Vocational Development Student Profile Project conducted in the school years 1979-81. The purpose of the project was to field test the Career/Vocational Development K-14 Goal Matrix to see whether the goals, objectives, and indicators are realistic and appropriate for the age/grade levels they represent and to determine whether a teacher could teach to any given indicator as an integral part of the regular classroom instruction.

The sampler is made up of the lessons or modules suggested and developed by over five hundred teachers and counselors. They represent ideas. As such, they offer the reader an array of examples which can be used as is or adapted to a particular situation.

The focus of the project was infusing or integrating career related concepts into academic, pre-vocational and vocational settings. Teachers were able to select indicators as they wished, so there was little control over the number of ideas or modules produced for any given subject or indicator. Many ideas in education are passed around in much the same way as "folklore" is. Therefore, the reader may find approaches or infusion suggestions that sound familiar. Wherever possible, however, original sources have been documented.

Integrating career related concepts in order to meet the career development needs of students is an important aspect of teaching. This document was meant to assist teachers and counselors in their efforts to do so. There are four volumes in this series: K-3, 4-6, 7-9, and 10-14. The matrix itself is available as a separate document.

There is no effective "canned" or packaged" method of offering career education in the classroom. It is a creative process that each teacher can attend to in his or her own style for his or her needs. It is our hope that readers will find this document helpful in developing their own infusion efforts. We also hope that many teachers will find a great deal of reinforcement as they read through the suggestions and find that so many ideas are similar to things they are already doing in the classroom.

SELF AWARENESS 1

1.1 Is aware of personal characteristics including strengths and limitations.

A. Considers careers in terms of strengths and limitations.

1. Counseling or group guidance situation: Students discuss, then list strengths gained in each subject area in the curriculum. Use a worksheet for recording individual responses. Then have students research occupational areas related to the subject in which they have listed the greatest number of strengths.

2. Reading, language arts. Students read biographies and autobiographies and identify strengths of individuals and limitations that influenced their careers.

3. Students research and list occupations that require special kinds of abilities.

❖ 4. Music, "Show Business" P. 6

B. Formulates plans for increasing or using strengths and minimizing or compensating for limitations.

1. Use self-check lists or other means for students to identify strengths and limitations. Then discuss how strengths can be increased and how and why limitations can or should be improved, minimized or compensated for. Keep a log for the purpose of charting progress.

2. Use biographies about people who have overcome or compensated for handicaps: Helen Keller, Beethoven, Fanny Crosby, etc.

1.2 Exhibits a positive self concept.

A. Describes how self worth is important for success in school or at home.

1. Students describe the elements of self worth and how people have it. Discuss the importance of self worth.

2. Provide class projects that challenge and/or are within the students' ability to achieve and promote self worth. Students identify ways they can contribute to the self worth of others.

B. Evidences self acceptance.

1. Set up class activities in which each student has a meaningful role. Share how different roles contribute to the success of the whole group.

2. Following the reading of a literary work or story, have students discuss which character they identified with and share why.

❖ 3. Have students write autobiographies and share highlights with classmates. Language arts, "Guess Who." p. 7

4. Use an interview technique to enable students to talk to each other about themselves and their interests. Count off by two's beginning from the teacher's left (students are seated in a semi-circle). Have the "one's" interview the people on their right then have the two's interview the people on their right. Introductions begin from the teacher's right. Have each student introduce the person he/she interviewed.

1.3 Identifies a preferred life style.

A. Defines life style.

1. Students list the elements that make up a person's life style, such as how they spend their time, whom they like to spend their time with, favorite activities, what kind of home or automobile they like to wear, how much money they need for their way of life, hours they like to work, etc.

B. Describes different life styles.

1. Collect and display pictures that depict people who have differing life styles.

2. Make a list of adjectives that suggest personality types or life styles. Some examples would be: adventuresome, amiable, stately, sporty, elegant, jaunty, bright, bold, plain. Students can help make up the list. Then have each student a) find pictures of an outfit of clothing that would suit several of the words, or 2) find pictures of rooms (interiors) that suit several of them, or 3) name people, famous or otherwise, who fit the adjectives.

C. Describes personal life style.

1. Students make collages that depict their life styles. They may share with the group if they like.

❖ 2. Art, interior design. "My Room" p. 8
❖ 3. Architectural drawing, "My Dream House" p.10

4. Students write autobiographies; include life style and influences on life style.

❖ 5. Language arts, "Biographies I" p.11

D. Understands that careers are related to life style.

1. Bring in pictures of homes that are obviously in different categories price wise. Ask what kinds of occupations people might be expected to have in each case. Discuss.

2. Compare the life style of a police officer with that of a teacher. Compare the life style of a doctor with that of a secretary. Discuss what occupations would allow for
    - travel
    - long winter vacations
    - a home in just one place, etc.

❖ 3. Music, "Music Careers" p.12
❖ 4. Guidance, "Life Styles" p.13

5. During a study of King Arthur and his knights, discuss with students the different stations and jobs in the life of the people of the middle ages. Have the students write a composition on the life they would like to have lived if they were alive in he middle ages.

❖ 6. Language arts, "Biographies II" p.15

1.4 Identifies personal needs, interests and values.

A. Recognizes and prioritizes personal needs and values in self and others.

❖ 1. Social studies, "Understanding Self and Others" p.16
❖ 2. Language arts, "Values Sale" p.17

3. There are many activities available in which students have an opportunity to list and prioritize personal preferences. Open ended questions such as, "If I could do anything I want, I would...." or "If I had $100, I would...." can be used. Students may like to write compositions or create collages on "what is important to me."

❖ 4. Home economics, "Needs and Wants" p.18
❖ 5. Language arts, "Happiness Is.." p.20

B. Differentiates between interests, abilities, and values.

1. After students generate a list of interests and values, discuss which is which; or, you might begin with a list developed from spelling or vocabulary words. Have students derive definitions of the three words and have them look them up in dictionaries afterward. Have students generate individual lists of their own values, interests, and abilities.

1.5 Relates personal needs, values and interests to behavior decisions and careers.

A. Knows the difference between needs and wants, values and interests.

1. Students classify activities,words and phrases according to whether they are needs, wants, values, and/or interests. Have students depict these in pictures, as collages, or other works.

❖ 2. Health, "N, W, V, I" p.21

B. Explores personal interests.

1. Students consider lists of possible interests and indicate:
   a. I tried this,and it is an interest.
   b. I have not tried this, but I think I might be interested.
   c. I have not tried this, and I don't think I am interested.
   d. I tried this and know I am not interested.

2. In class, vary activities to meet the varied interests of the students. Use self-selected activities or offer a broad range of choice to encourage students to develop their interests through assignments. Discuss with students how assignments and projects relate to their interests.

❖ 3. Language arts, "Poetry" p.23

C. Explores careers in terms of interests, abilities.

1. Use a listing of personal interests developed by students collectively and individually. Have students identify some possible occupational areas that relate to each interest. Let students select and explore in depth one or two occupations that relate to a special interest.

D. Identifies and uses sources of information about self.

❖ 1. Language arts, "Working Papers" p.25
❖ 2. Fine arts, "Shadow Box" p.27
❖ 3. Social studies, "Time Line" p.28
❖ 4. Guidance, "Who Am I?" p.29

1.6 Understands the effects of maturation on self.

- A. Recognizes characteristics that are a function of maturation as being different from personality.
    - 1. In health class, discuss various age level characteristics and compare them with personality characteristics. Discuss how one distinguishes the difference.
    - 2. Share anecdotes that occur while babysitting. Discuss factors or problems that can be attributed to the age level of children and those that are due to more permanent personality traits. Discuss the implications for working with each situation.
    - ❖ 3. Science, health, "Growing Up"
- B. Assumes responsibility for personal development.
    - 1. Study the importance of positive health practices and habits; have students identify areas of needed personal improvement and set goals for doing so.
    - 2. Using a case study approach involving specific examples, students share ways in which people their own age can be responsible for their own development. Discuss barriers, as well as suggestions for improvement.

Show Business

Subject area competencies: Analysis and performance of popular music.

GOAL AREA Awareness of Self

SUBJECT Music

GRADE 9

Basic skills: Communication, writing

Career development objective/indicator: 1.1A Is aware of personal characteristics including strengths and limitations. Considers careers in terms of strengths and limitations.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Each singer evaluates strongest areas of own "pop" singing voice A. Fast/slow song B. High/low tessitura C. Nostalgia/current D. Loud/soft/combo. II. Each singer anticipates effect of staging relative to style of song, i.e., ballad (limited choreography), fast rock (choreography relative to lyrics) III. Individual performance IV. Analyzing evaluation information.	1. On index cards, have students list their favorite "pop music" musician. 2. On back of card, student lists most outstanding attributes of the musician, i.e., range, quality, repertoire, stage presence, style, etc. 3. Discussion: Who is your favorite musician and what are the attracting characteristics? 4. Finalize a list of the 4 or 5 most repeated characteristics. 5. Choose 10 songs from MMO record that provide the most variety of characteristics chosen. Play the recordings as students sing to overhead transparencies containing vocal part. 6. Have each student choose a song which best exemplifies his/her positive singing characteristics and perform chosen song. 7. Students evaluate each other on anonymous forms after a rating system is agreed upon. Results are given to each performer. A narrative will also be written.	Recordings: Phil Moore, For Singers Only, P.O. Box 10, North Hollywood, CA 91603, Vols. 1-6 	As student evaluations are analyzed, each student will answer the following questions: 1. What is the strongest characteristic of my voice? 2. Did I pick a song that exemplified that characteristic? 3. Are the evaluation scores consistent? 4. If they are not consistent, should I accept this as a valid evaluation of my voice? 5. In what areas should I spend more time improving myself? Successful evaluation will require that all questions be answered.

Guess Who

Subject area competencies: *Writing skills*

GOAL AREA Awareness of Self

SUBJECT Language Arts

GRADE 7

Basic skills: *Paragraph construction*

Career development objective/indicator: *1.2B Exhibits a positive self concept. Evidences self-acceptance.*

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Review of parts of a good paragraph *A. Main idea* *B. Supportive details* *II. Use of dictionary for good descriptive vocabulary.* *III. Self-analysis*	*1. Describe one or two people whom the children know (principal, nurse, or a teacher) and see if they can guess the identity.* *2. Tell students they are to write two paragraphs or more about themselves for a guessing game.* *3. Paragraph one should be a physical description, without being too specific, emphasizing their best points.* *4. The succeeding paragraph(s) should describe their interests, talents, and possible plans for their future.* *5. Remind students about rules of paragraph writing with main ideas and supportive details.* *6. Remind them to use the dictionary for unusual descriptive words.* *7. Play a guessing game to see if they can recognize each other from the descriptions. Choose different students excluding the author, to read each composition.*	Paper Pencils Dictionaries 	*Summary questions:* *1. Did each composition follow the rules for writing good paragraphs?* *2. Was the writing graphic?* *3. What were some of the statements used in the composition which indicated that the student felt good about himself/herself?*

MY ROOM

Subject area competencies: *The arts.*

GOAL AREA *Awareness of Self*

SUBJECT *Art, Interior Design*

GRADE *8*

Basic skills: *Cutting, painting, color theory*

Career development objective/indicator:1.3C Improve self investigation and evaluation skills; identifies a preferred life style.

CONTENT	*METHODS/ACTIVITIES*	*RESOURCES*	*EVALUATION ITEMS*
I. Decorating rooms *A. Function* *B. Taste* *II. Elements that contribute to room decor.*	*I. Have students choose their favorite rooms in their homes.* *A. What is the function of the room?* *1. Can have primary function.* *2. Secondary function.* *B. Describe the decoration of room.* *1. Paint 4. Drapery* *2. Upholstery 5. Paneling* *3. Furniture 6. Wood type, etc.* *C. Bring in photos or sketches of room* *1. Analyze room.* *a. Does it serve its function? How?* *b. Does it express your own personal taste?* *D. Discuss main objects of room.* *E. Discuss supporting objects.* *F. Discuss arrangement of the room.* *G. Discuss floor options* *H. Discuss walls and color scheme.* *II. Have students prepare a sketch of chosen room without decoration.*	*Interior decorating magazines* *Student's own home*	*1. Do the objects fit the function of the room?* *2. Does it reflect the student's personality?* *3. Have students bring in pictures or rooms that depict different life styles or personalities. Indicate whether selections suit themselves or not.*

My Room (continued)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
	A. Bring futniture magazines, decorating magazines. B. Cut out main objects that they feel will suit their room. C. Cut out supporting objects. D. Arrange these objects on the perspective sketch. E. Make final perspective drawings in pencil on large water-color paper. F. Arrange cut-out objects in room and trace their outline where they best fit. G. Paint in background walls, wood floors, bricks, etc. with water color. Glue down objects. H. Mount and present to class.		

My Dream House

Subject area competencies: *Residential home design*

Basic skills: *Form follows function*

Career development objective/indicator: *1.3C Describes personal lifestyle*

GOAL AREA *Awareness of Self*

SUBJECT *Architectural Drawing*

GRADE *9*

CONTENT	*METHODS/ACTIVITIES*	*RESOURCES*	*EVALUATION ITEMS*
I. Students prepare list of types and numbers of rooms they want in home *1. master bedroom with bath* *2. three bedrooms* *3. kitchen with eating area* *4. formal dining room* *5. rec room* *6. 2 car garage* *7. study, etc.* *II. Homes and life style* *1. costs* *2. privacy* *3. types of living space* *4. neighborhood*	*1. Students look through old newspaper clippings, new home catalogs, etc.* *2. Students list room requirements for the home they will design. Students will make a copy for the instructor and keep one copy for themselves.* *3. Students find out the approximate cost of home described.* *4. Post pictures of homes selected as class favorites. Think of a one-word description for each home.*	*Newspaper clippings from "Home of the Week" section; catalogs from a variety of housing developments.* 	*Students will be able to describe the home of their choice and relate that to life style.*

BIOGRAPHIES I

GOAL AREA Awareness of Self

SUBJECT Language Arts

GRADE 8

Subject area competencies: *Original research methods, writing skills*

Basic skills: *Listening skills, interviewing skills, composition skills*

Career development objective/indicator: *1.3C Identifies a preferred life style. Describes personal life style.*

CONTENT	*METHODS/ACTIVITIES*	*RESOURCES*	*EVALUATION ITEMS*
I. Definitions *A. Autobiography* *B. Biography* *C. Life style* *II. Influences on life style* *A. Family* *B. Interests* *C. Achievements* *D. Skills, abilities* *E. Goals* *F. Values* *III. Problems of a biographer* *A. Objectivity* *B. Sources of info.* *1. Primary* *2. Secondary* *C. Organization of materials* *D. Writing skills*	*1. Student will identify important facts about self: list 10 facts about self; list 5 influences on self; make a collage showing interests.* *2. Define terms.* *3. Student will list 10 things he/she would most like to know about a stranger.* *4. Student will draw name of another student in class.* *5. Student will interview his/her "subject" to obtain information about him/her for a biography.* *6. Student will organize facts and write biography.* *7. Students will identify and list problems encountered in writing a biography.*		*1. Lists* *a. 10 facts about self* *b. 5 influences on self* *2. Collage* *3. Interview with biographer describing personal life style.*

Music Careers

GOAL AREA Awareness of Self

SUBJECT Music

GRADE 9

Subject area competencies: *Music department participation*

Basic skills: *Music reading*

Career development objective/indicator: *1.3D Identifies a preferred life style. Understands that careers are related to life style.*

CONTENT	*METHODS/ACTIVITIES*	*RESOURCES*	*EVALUATION ITEMS*
I. Careers in music *A. Health: music therapist* *B. Personal service: instrument repair* *C. Fine arts: performer* *D. Public service: music teacher* *II. Attributes needed for competence and success* *A. Talent* *B. Training* *C. Skill* *D. Perserverance*	*1. Discussion of various music careers. Elicit student's interpretation of typical career mode. Use DOT profiles.* *2. Questions to discuss:* *A. How many different music careers can students describe?* *B. How different a life style does a country music performer have from a jingle composer?* *C. Do you see any career life styles that match your own?* *D. How many of the numerous music careers have students come in direct contact with?* *E. Have students spoken to that individual concerning his/her occupation?*	*__Dictionary of Occupational Titles__* *__Music Educators Journal__ March, 1977. (entire issue devoted to "Careers and Music")* 	*Students explain how differences in life style may not be compatible to characteristics of career.* *Students explain personal life style expectations.* *How will selection of high school courses help student to relate to possible career choice?*

Lifestyles

Subject area competencies: Self awareness; knowledge of lifestyle variables; knowledge of effect of careers on lifestyle (and vice versa)

Basic skills: Listening; investigative

Career development objective/indicator: 1.3D Students understand that careers are related to life style.

GOAL AREA Awareness of Self

SUBJECT Guidance

GRADE 9

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Definition of life style; identification of generally accepted values (variables) A. Home life B. Income C. Prestige/status D. Variety E. Influence/power F. Security G. Creativity H. Responsibility J. Working with 1. people 2. data 3. things II. Career information A. Wages/income B. Working hours C. Educational requirements D. Working environment	1. Counselor presents list of life style variables that are frequently affected by (reflected in) career choice, defining them and giving examples. (Student input is solicited during this process.) 2. Counselor and students review career informtion listed in Content II, using Occ. Outlook Handbook career briefs. There has been a previous orientation to career brief descriptions for student. 3. Counselor and students relate life styles and careers. Students choose (or are given) specific career briefs. Students then determine the importance of life style variables in the specific occupations; e.g., if the job offers little possibility for advancement on a scale of 1 to 5, the job would rate a 1; if the job offers opportunity for influence over others, it may rate a 5.	1. Occupational Outlook Handbook, US Dept of Labor Statistics, US Govt Printing Office, March, 1981. 2. List of life style variable (see Content I). Can be added to as the individual sees fit. 3. Any appropriate activities check lists, values surveys can be used.	1. To demonstrate an understanding of the interrelationship of careers and life styles, students will show that certain careers are related to certain life styles while others are not. 2. Observation and discussion: Students will verbally list 5 or more variables related to life style as discussed in the group. Students will then discuss with counselor how variables can affect careers (are related to careers). 3. Students complete lifestyle rating lists and relate to counselor verbally or in writing how certain facets of the career (responsibilities, wages, hours, etc.) fit certain life style needs and wants.

Life Styles (continued)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
E. Job duties and responsibilities III. Relationship of life style to career choice. IV. Individual ratings of life style variables.	4. Students are asked to rate the importance of life style variables to themselves. To help decide on point value, counselor can offer activities, interests, and feelings that students can identify with, e.g. does student spend much time with family; can students spend hours on a project of interest or does he/she need to change activities frequently; does student prefer situations in which he/she can use creativity or does he/she prefer to be given direction; does student seek and enjoy positions of responsibility and influence (student leadership).		

BIOGRAPHIES II

Subject area competencies: Reading, language arts

Basic skills: Biography as a literary genre

Career development objective/indicator: 1.3D Understands that careers are related to life styles.

GOAL AREA Awareness of Self

SUBJECT Language Arts

GRADE 7-9

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
1. Each student will read biographies of two people with completely different life styles, backgrounds, interests, and ambitions, and will relate how each was influenced by cultural, social, and economic status. 2. Vocabulary for each biography. 3. Written essay depicting a conversation between the two subjects. E.G.,"Abe Lincoln Meets Tom Seaver." "A Talk Between JFK and Charles Dickens."	1. Lecture: Background info on the biography as a literary form. Characteristics, purpose and outstanding examples of "Good Biography." 2. Have each student choose two biographies from a wide selection of subjects: Martin Luther King, Micky Mantle, Marilyn Monroe, Robert Frost, Chris Evert-Lloyd, Harriet Truman etc. 3. Students write dialogue between two subjects and answer the following: a. How did the person's family background influence his/her choosing a certain career? b. What exceptional talents and/or abilities did each possess which aided their decision-making process? c. How did the times in which they lived affect their career choice? (Relate this also to present career opportunities.) d. Is there a common "thread" that links all people in any field toward choosing a lifetime career?	Public and school library Biographies, such as: Dougherty, James, Abraham Lincoln, (N.Y., Scholastic Books, 1943) Shapiro, Milton, Jackie Robinson, (N.Y. Archway Paperback, 1967.) Malvern, Gladys, Dancing Star, Anna Pavlova, Julian Messner, Inc. (N.Y., 1942) Hatch, Alden, George Patten: General in Spurs (N.Y.; Julian Messner) Frease, Geoffrey, Byron: A Poet Dangerous to Know (N.Y., Holt, Rinehart, Winston,1969)	Essay: "Conversation between two great people" Evaluate dialogue on basis of: 1. Content (information) 2. Mechanics (grammar, punctuation) 3. Creative expression 4. Blending together of two characters from two varied eras and backgrounds 5. How they arrived at their career choices. 6. How well each writer answered the questions stated under "Methods/Activities." Class participation in discussions of biographies read.

Understanding Self & Others

Subject area competencies: A greater understanding of self.

GOAL AREA Awareness of Self

SUBJECT Social Studies

GRADE 7

Basic skills: Reading, writing.

Career development objective/indicator: 1.4A Identifies personal needs, interests, and values.
Recognizes and prioritizes personal needs and values in self and others.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Exploration of self A. Needs B. Interests C. Values, etc. II. Exploration of some others A. Interview of an older person 1. Needs 2. Interests 3. Values B. Reading of a biography in terms of individual's 1. Needs 2. Interests 3. Values	1. Class generates examples of needs, interests and values (What are they?) 2. Ask each student to interview an older person in regard to choice of life/career and its relationship to needs, interests, and values. Break into small groups. Share interview. 3. Have each student select a biography and describe the person's needs and values, particularly in terms of how they were refelcted in their career.	Career World, March 1980 Vol 3, No. 7 pp. 12-13 "Tale of a Dakota Indian" (magazine) Making the Most of Your Talents (filmstrip, cassette) What To Do Before You Get A Job (filmstrip, cassette) Biographies such as "Saturday's Child"	Students write brief biography summary on person interviewed, on his needs, interests, and values. Students make a "Who Am I" type collage representing himself/herself and his/her needs, interests, or values.

Values Sale

Subject area competencies: Language Arts

Basic skills: Reading G.E.= 5.0; Ability to discriminate between true/false.

Career development objective/indicator: 1.4A Recognizes and prioritizes personal needs and values in self and others.

GOAL AREA Awareness of Self

SUBJECT Language Arts

GRADE 7-9/Sp. Ed.

CONTENT

I. Value: standard used to decide whether something is good or bad. Value system has many effects on choice of jobs, work satisfaction, and behavior at work. Problems with co-workers may result from different values.

II. Seven Values
   - A. Money
   - B. Adventure
   - C. Creativity
   - D. Power
   - E. Caring
   - F. Fame
   - G. Beauty

METHODS/ACTIVITIES

1. Teacher lecture defining "value."
2. Class discussion regarding the seven values. e.g., "Is ________very important to you? Would you give up other important things for a chance to make a lot of ______? What is an example of a job which give you a chance to have/earn _____?"
3. Work activity: each student receives a copy of the following and is asked to write a reaction:
   If the items below could actually be bought with money, and you have $10,000 to spend, how much would you be willing to pay for each?
   1. Lifetime tickets to athletic events or concerts.
   2. Good family relations.
   3. Unlimited beauty.
   4. International fame.
   5. Good friends.
   6. The right to do as you wish.
   7. A satisfying, happy marriage.

Methods/Activities(contd)

   8. Ability or position to influence world affairs.
   9. Enough money to be comfortable
   10. A world in which humans and nature are balanced.

4. Students hold an "auction" using the above values list.

RESOURCES

Jew, W. and Tong, R. Janus Job Planner, Janus Book Publishers Haward, CA, 1976

Washburn, W.Y., Vocational Entry-Skills Student Worksheets. Academic Therapy Publ., Novelto, CA, 1975

EVALUATION ITEMS

Given the following questions, the student will be able to circle correct response with 80% accuracy:

1. A value is something you use to decide whether something is good or bad.
   True - False
2. A value is something you use to judge your behavior.
   True - False
3. Your values have many effects on your work.
   True - False
4. Some problems at work might happen because people have different values.
   True - False

Needs & Wants

Subject area competencies: Group discussion and interaction skills

Basic skills: Discussion, inductive reasoning, decision making, and self-evaluation skills.

Career development objective/indicator: 1.4A Recognizes and prioritizes personal needs and values in self and others.

GOAL AREA Awareness of Self

SUBJECT Home Economics

GRADE 9

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Kinds of needs A. Physical B. Mental C. Cultural D. Social II. Kinds of wants A. Personal B. Family C. Societal III. Priority ranking of needs and wants IV. Definition of values V. Four factors that affect values decisions A. Needs B. Goals C. Other people D. Past experiences VI. Need for discovering personal values	1. Discuss kinds of needs (physical, mental, cultural, social) 2. Discuss how needs may be different for different ages, cultures. 3. Discuss kinds of wants (personal, family, societal). 4. Discuss in small groups how wants of a middle class family living in a suburb may differ (or be the same or similar) from a low-income ghetto family in a large city. 5. Share with the class the decisions made in each group. Discuss as a class what you learned from the other groups. 6. Write on the chalkboard a list of needs and a list of wants. (How can some things be on both lists?) 7. Use the list on the board to rank order: a) needs; b) wants. Discuss. 8. Discuss meaning of "values." Have the class decide on their own definition.	Blinn, Lynn. Making Decisions. Albany, N.Y. Delmar Publishers, 1980. Howe, Leland W. and Howe, Mary Martha. Personalizing Education, N.Y. , Hart Publishing Co., 1975	1. Students will make a poster of kinds of needs, dividing it into sections of the four kinds of needs. Using pictures from magazines or drawings, depict a sampling of each kind. 2. Each student will write a paper on how two personal values were determined and what each means to them. (How important is it? How does it affect your life? Do you expect others to want that value?) 3. Students will pass a quiz on the six steps of the valuing process. 4. Students will make a chart or bulletin board showing: four factors that affect values, a definition of values, and samples of personal values.

Needs and Wants (continued)

CONTENT	*METHODS/ACTIVITIES*	*EVALUATION ITEMS*
VII. Six steps in the valuing process *A. Choose own values freely* *B. Think about several choices* *C. Think about consequences of each choice* *D. Ask yourself: "Am I proud of my choice?"* *E. Are you willing to tell others about your values?* *F. Can others tell your values from your everyday decisions?*	*9. Discuss the four factors which affect decisions (needs, goals, other people's influences on us, experiences in the past.)* *10. Discuss the need for each person to know their personal and family values. (What do you do if your values differ from other members in a family? Is it all right to be of a different opinion?)* *11. Write down in a notebook the six steps in the valuing process. On another page, write some of your values.* *12. Make two lists on the board of values which are a) the same for many people in the class; b) different from most of the class. Discuss the findings of the values lists - how did it become a value?* *13. How are values important throughout life?*	TEACHER-MADE TEST Sample Question Janet told Donna that her career choice of being a Guidance Counselor was good. She said, "You have a lot of qualities which would be good for that kind of job." Donna thought about the things she valued and how they had affected her choice. Which of the following would probably not be one of Donna's own values? A. Cares about the well being of others. B. Knows where to find career materials in the library. C. Is trustworthy. D. Encourages others to always be honest. (Answer: B)

HAPPINESS IS...

Subject area competencies: Prioritizing

GOAL AREA Awareness of Self

SUBJECT Language Arts

Basic skills: Self-analysis

GRADE 7-9

Career development objective/indicator: 1.4A Identifies personal needs, interests, and values. Recognizes and prioritizes personal needs and values in self and others.

CONTENT	*METHODS/ACTIVITIES*	*RESOURCES*	*EVALUATION ITEMS*
I. Sharing happy experiences II. Listing happy experiences III. Recognizing needs satisfied by experiences IV. Choosing careers on the basis of fulfilling needs	1. Motivation: The teacher leads a class discussion concerning experiences that have made various students happy. 2. The teacher distributes paper and pencils and asks students to list the three things that have made them happiest in the past. Answers should be specific, e.g. buying a birthday gift for a parent of something the parent wanted. 3. Teacher leads class discussion to have students realize why these experiences made them happy. (Ex: feeling of success, achievement, wanting to please others, leadership, building self-confidence, furthering of interests, etc.) 4. Students look at list they have written and write the need that each of their personal experiences satisfied. Further discussion can follow. 5. Teacher should note that other experiences and fulfilling of needs will make them happy in future years and that careers should be considered on basis of happiness and needs that will be fulfilled. 6. Teacher can share personal experience.	Paper, pencils 	Teacher observation: 1. Class discussion of experiences. 2. Students' listing of three experiences. 3. Students' identification of fulfillment of needs the experiences provided.

N,W,V,I

GOAL AREA Awareness of Self

SUBJECT Health

GRADE 7, 8

Subject area competencies: Self awareness

Basic skills: Listening, writing, reading,speaking

Career development objective/indicator: 1.5A Knows the difference between needs and wants, values and interests.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. How needs, wants, values and interests affect behavior A. Needs and wants 1. Primary needs 2. Secondary needs 3. Wants B. Values 1. Definition 2. Values ladder (how behavior affected) a. Think about b. Talk about c. Action d. Predictability C. Interests 1. Definition 2. How they can affect behavior.	1. Discussion of primary needs. Relate primative vs. modern people Is clothing really a primary need? 2. Teacher discussion.Difference primary/ secondary needs and difference between secondary needs and wants. 3. Students will make a list of secondary needs. (Emphasize looking for needs not wants. E.g., achievement, security rather than car, money.) Compile class list and compare with other classes. 4. Discussion of values, how decisions are based on values, similarity between secondary needs and values. 5. From list of secondary needs, choose 10 most important and rank them 1 (most important) to 10 (least). Students volunteer to read lists; teacher reads his/her list. Discuss individual differences, problems among groups of people and how they affect behavior.	Filmstrip: How Do I See Myself? Part 1, Self Image 2, Changing Sunburst Communications. Simon, Sidney B. et al., Values Clarification. New York: Hart Publ. 1972. Richmond, Julius B. et al. Health and Growth, Bk 8. Glenview, Ill. Scott Foresman and Co., 1972.	1. Students will be able to list six primary needs and at least four secondary needs. 2. Reviewing class notes and activities, students will write a 1-2 page paper relevant to what they have learned about themselves and their needs, wants, values and interests.

N,W,V,I (continued)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
	6. Students will list 20 things they love to do. Next to each item, they will place one of the following symbols. + activity done on weekly basis S seasonal activity M activity done on monthly basis Y activity done once/twice a year U activity that is unusual R activity that is risky A activity done along P activity done with people This activity is adapted from Values Clarification. 7. View filmstrip, How Do I See Myself? Participate in discussion. 8. Students will keep notes and homework in a notebook.		

POETRY

Subject area competencies: Reading and writing poetry

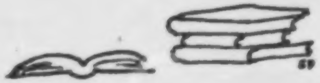
GOAL AREA Awareness of Self

SUBJECT Language Arts

GRADE 7

Basic skills: Language arts/ creative writing

Career development objective/indicator: 1.5B Relates personal needs, values and interests to behavior decisions and careers. Explores personal interests.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Definition of "poetry" II. Reading of poems which relate to people's feelings about careers (either positive or negative). III. Writing of poetry. IV. Evaluation	1. Discuss students' ideas of what poetry is. Arrive at the definition through discussion and guidance. 2. Read poems related to people's careers and discuss. (Use attached samples or others from available anthologies or sources.) 3. Students write own poems about a career which appeals to them. This does not have to be a practical selection.	Attached poems Any available collection of poetry 	1. Collect students' poems. 2. Identify poems by code letter or number, NOT by students' names. 3. Distribute poems to students, making sure that student does not receive his/her own poem. 4. Each student writes one paragraph critique of the poem distributed, including the following: a. Did the peom convey a strong feeling or emotion? b. Was the writing imaginative? c. Was the writing rhythmic or metrical? d. What was the reader's reaction?

Poetry (cont.)...

I think I could turn and live with animals, they are so placid and self-contained,
I stand and look at them long and long.

They do not sweat and whine about their condition,
They do not lie awake in the dark and weep for their sins,
They do not make me sick discussing their duty to God,
No one is dissatisfied, not one is demented with the mania of owning things,
Not one kneels to another, nor to his kind that lived thousands of years ago,
Not one is respectable or unhappy over the whole earth.
So they show their relations to me and I accept them,
They bring me tokens of myself, they evince them plainly in their possession.

I wonder where they get those tokens,
Did I pass that way huge times ago and negligently drop them?

Myself moving forward then and now and forever,
Gathering and showing more always and with velocity,
Infinite and omnigenous, and like of these among them,
Not too exclusive toward the reachers of my remembrancers,

Walt Whitman

TRADES

I want to be a carpenter,
To work all day long in clean wood,
Shaving it into little thin slivers
Which screw up into curls behind my plane;
Pounding square, black nails into white boards,
With the claws of my hammer glistening
Like the tongue of a snake.

I want to shingle a house,
Sitting on the ridge-pole in a big breeze.
I want to put the shingles on neatly
Taking great care that each is directly between two others.
I want my hands to have the tang of wood;
Spruce, Cedar, Cypress.
I want to draw a line on a board with a flat pencil,
And then saw along that line,
With the sweet-smelling sawdust piling up in a yellow heap at my feet.

This is the life!
Heigh-ho!
It is much easier than to write this poem.

Amy Lowell

SEA-FEVER

I must go down to the seas again, to the lonely sea and the sky,
And all I ask is a tall ship and a star to steer her by,
And the wheel's kick and the wind's song and the white sail's shaking,
And a grey mist on the sea's face and a grey dawn breaking.

I must go down to the seas again, for the call of the running tide
Is a wild call and a clear call that may not be denied;
And all I ask is a windy day with the white clouds flying,
And the flung spray and the blown spume, and the sea-gulls crying.

I must go down to the seas again, to the vagrant gypsy life,
To the gull's way and the whale's way where the wind's like a whetted knife;
And all I ask is a merry yarn from a laughing fellow-rover,
And quiet sleep and a sweet dream when the long trick's over.

John Masefield

WORKING PAPERS

Subject area competencies:
Following directions

GOAL AREA Awareness of Self

SUBJECT Language Arts

GRADE 7

Basic skills: *Reading*

Career development objective/indicator: 1.5D Identifies and uses sources of information about self.

Suggested time: 1½ class periods

CONTENT	*METHODS/ACTIVITIES*	*RESOURCES*	*EVALUATION ITEM(S)*
Working papers *I. Why working papers are needed* *II. Who need working papers?* *III. How to get working papers (where)* *IV. Requirements* *a. promise of employment* *b. Birth certificate* *c. Health exam*	*1. Students go to the school office and obtain the necessary forms to apply for N.J. working papers.* *2. Teacher explains the three required application forms:* *1. where they may be required* *2. additional certificates required* *a. birth* *b. baptismal* *3. Students 'role play' to complete promise of employment forms: one student being the employer and one student being the employee.* *4. Students complete all forms and return them to hypothetical school office.* *5. Discuss the role of the school and state, in the employment of minors, through the process of filling out working papers and presenting required information about selves.*	*Forms (from state- see attached)* *a. Dept. of Ed. School record* *b. Promise of employment* *c. Physicians certificate* *d. Self acquired certificates*	*Students will complete their own applications, utilizing various sources of information they have identified about themselves.*

A86c
NJDE 680-46 (4/74)

DEPARTMENT OF EDUCATION
STATE OF NEW JERSEY

PHYSICIAN'S CERTIFICATE OF PHYSICAL FITNESS OF MINOR APPLYING FOR EMPLOYMENT CERTIFICATE

Date ____________________, 19______

I certify that I have examined (Name) ________________________
(Address) ________________________ who has applied to work as
(Occupation) ____________________ and find his condition as indicated below:

Evidence upon which physical fitness is based

	Normal	Abnormal-Specify
Skin		
Eyes		
Ears		
Nose		
Throat		
Teeth		
Heart		
Lungs		
Abdomen		
Nutrition		

Nervous System ________________________
Hernia ________________________
Orthopedic Defects (Specify) ____________________
Height ________________ Weight ________________

Sample

In my opinion the above named minor
(1) __________ physically fit for employment in occupations permitted by the New Jersey Child Labor
(Insert "is" or "is not")
Law for minors under 18.
(2) Is physically fit for employment in such occupations with the following limitations:
(Specify) ________________________

(Signature of Medical Inspector) ____________________
School District of ________________ County of ________________

A86a
NJDE 680-47 (4/74)

DEPARTMENT OF EDUCATION
STATE OF NEW JERSEY

PROMISE OF EMPLOYMENT

(COMPLIANCE WITH CHAPTER 153 P. L. 1940)

____________________, 19______

To the Certificate Issuing Officer
Dear Sir:

I intend to employ

____
(NAME OF MINOR)

as ________________________
(SPECIFIC NATURE OF OCCUPATION)

Sample

in ____________________ Liquor (is) ______ (is not) __________ sold.
(TYPE OF INDUSTRY OR BUSINESS)

If you sell liquor for consumption on the premises, either answer the following two questions, or attach a photostatic copy of the application of the Alcoholic Beverage Control Division, Department of Law and Public Safety, to the promise of employment slip:

The entire building constitutes the licensed premises. Yes ______ or No ______

a. If not, specify in detail on reverse of this form the floors and rooms which constitute or will constitute the licensed premises where alcoholic beverages are or will be sold, served or stored.

b. Specify what grounds, if any, adjacent to the above premises are or will be part of the licensed premises where alcoholic beverages are or will be sold, served or stored.

Specify number of hours per day on each day minor is to work:

Mon ____ Tues ____ Wed ____ Thur ____ Fri ____ Sat ____ Sun ____ Total Hrs. Weekly ________

at $ ________ wages per hour or $________ per week, if an employment certificate is issued.

____
(NAME AND ADDRESS OF EMPLOYER)

____
(SIGNATURE OF EMPLOYER OR AUTHORIZED AGENT)

DEPARTMENT OF EDUCATION
STATE OF NEW JERSEY

SCHOOL RECORD FOR Employment under Chapter 153, P. L. 1940

Sample

This is to certify that .... residing at
(Name of minor)

.... who was born on .... has
(Address of minor) (Date of birth)

completed the work of the .... grade in the ....
(School last attended)

in the school district of .... county of ....

....
(Signature of Principal)

ADDITIONAL STATEMENT TO BE SIGNED WHEN MINOR WORKS OUTSIDE SCHOOL HOURS ON DAYS WHEN SCHOOL IS IN SESSION

To the best of my knowledge the above named minor can do the work proposed by the promise of employment without impairment of his or her progress in school.

....
(Signature of Principal)

A86a

SHADOW BOX

Subject area competencies: Woodworking

GOAL AREA Awareness of Self

SUBJECT Fine arts

Basic skills: Cutting, nailing.

GRADE 8

Career development objective/indicator: 1.5D Relates personal needs, values, and interests to Behavior decisions and careers. Identifies and uses sources of information about self.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
Construction of an Environmental Box that reflects personality of the student with a theme of "My Past, Present and Future."	I. Construct a wooden shadow box A. Have students cut two 11"x3" and two 15"x3" strips of ½" thick pine. 1. Use square to draw lines and mitre box to insure straightness. 2. Sand with coarse, medium, and fine sandpaper. B. Have students cut 12"x15" sheet of ¼" plywood and sand (or use scrap wood paneling) C. Have students glue and nail the 11" and 15" boards together to form a 12"X15" box. 1. Cover edge of plywood shape with wood glue. 2. Nail this on bottom of 12"x15"box. D. Students mau add ½" pine shelves. E. Sand box and finish with stain/paint. II. Students fill box with pictures, found objects, handmade objects that represent their life, using theme of past, present future. III. Cover box with Plexiglass and present.	Books on Joe Cornell showing samples of his work. Box art.	1. Construction of box. (Criteria:) 2. Arrangement of things in box. 3. How well the student represents the theme... past, present, and future.

TIME LINE

Subject area competencies: Time line

GOAL AREA Awareness of Self

SUBJECT Social Studies

GRADE 7-9

Basic skills: Following directions, listening skills, sequential order

Career development objective/indicator: 1.5D Relates personal needs, values and interests to behavior, decisions and careers. Identifies and uses sources of information about self.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Review definition of time line. II. Purposes of time line. III. Content of time line. A. Past B. Present C. Future IV. Student life experiences V. Symbols relating to feelings associated with events in student's life.	1. Review definition of time line. 2. Discuss purposes and use of a time line. A. Where have you seen a time line? B. What was the purpose of this time line? C. How did the time line indicate past, present and future experiences? 3. Discuss important events in the child's life (i.e., a new baby in the family, first homerun, a death, etc.) 4. Discuss students' present life style, interests, and activities. 5. Discuss students' projected life style and interests. 6. Divide class into groups of five. Pass out pre-cut white poster paper, 1' x 3' and one pair of scissors per student and one pencil per person. 7. Pass out 8 magazines and/or newspapers 10 magic markers, and one bottle of glue per group. 8. Students are to construct a time line, using only pictures (no words) of three areas of their life: Past,	1. Magazines 2. Newspapers 3. Glue 4. Magic markers 5. Poster paper 6. Scissors 7. Pencils 8. Masking tape	1. Were students able to construct a time line of personal experiences? 2. Did students distinguish between past, present experiences on the time line? 3. Did students project future career goals on the time line? 4. Did the majority of students understand the purpose of designing a time line?

Methods/Activities (continued)

Present and Future, in that order.

9. Explain that a happy event may be illustrated by a smile, sun, etc. and a sad one by a black cloud, unhappy face, etc.
10. When completed, students will present and explain time lines orally, emphasizing his/her projected career goals or ideas.
11. Tape time lines on classroom walls.

WHO AM I ?

Subject area competencies: *Knowledge of sources of information about self.*

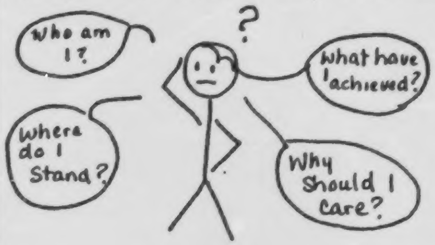
GOAL AREA *Awareness of Self*

SUBJECT *Guidance*

GRADE *9*

Basic skills: *Listening, reading, interpretation of data*

Career development objective/indicator: *1.5D Student improves self-investigation and evaluation skills by identifying and using sources of information about self.*

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Identifying sources of information about self. A. Achievement tests B. Aptitude tests C. Course grades (report cards) D. School activities E.*Self made lists 1. values 2. likes/dislikes 3. needs/wants *See resources II. Uses of above information for understanding rationale for individual choices, behavior.	1. In small group (5-8), students make list (with counselor imput) of all potential sources of information about self, using available standard sources as a basis: California Achievement Tests (CAT), Minimum Basic Skills Test (MBS), Differential Aptitude Test (DAT), report cards, teacher comments, etc. List can be expanded to include any and all viable sources. 2. Using samples of the above sources, students verbally elaborate in group situation (with counselor assistance) on the uses of each, information available from each, and the potential use for information, e.g., career-decision making, course selection, examining and possibly redirecting interests and behavior.	1. Samples of CAT printout, Student Permanent Record, DAT printout, MBS printout. 2. Counselor-student developed list. (Content I, Methods/Activities 1.) *Counselor can use self-made lists or other interest inventories, values surveys, or appropriate materials. Suggestions: 1. Career World Magazine 2, Vol. 9, No. 7, March, 1981, p.8 "Becoming Self-Propelled" 2. COPS (California Occupational Preference System) Interest Survey, EDITS/Educational and Industrial Testing Service	1. Students will show that they know sources of information about self and that they understand how to use data derived from such sources. 2. Counselor-made survey. After the lesson, students will list five or more different sources of information about self, providing identification of what each one measures and listing two or more ways in which self information is used.  Who am I? ? What have I achieved? Where do I Stand? Why Should I Care?

Growing Up

Subject area competencies: Understands effects of maturation on self.

GOAL AREA Awareness of Self

SUBJECT Science/Health

GRADE 7

Basic skills: Understanding of growth patterns, structure and function of reproductive systems, awareness of secondary sex characteristics

Career development objective/indicator: 1.6A Recognizes characteristics that are a function of maturation as different from personality.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Develop characteristics of infancy, early childhood, late childhood. II. Describe puberty, its causes and differences in individuals. III. Glandular changes and functioning during puberty of the pituitary in producing gonadotropin; the testicles, testosterone; ovaries, estrogen. IV. List male/female reproductive organs, parts and function of each.	1. Students pick a brother or sister to analyze the characteristics of development that are different from their own, with emphasis on continuation of maturation process beginning at birth in physical characteristics and motor development. 2. Students volunteer to illustrate examples of varying growth rates from personal experience or growth charts. 3. List secondary sex characteristics and discuss development as a result of glandular changes and the role in reproduction. Share personal experiences in the glandular changes effecting feelings and responses as distinct from personality. 4. Give out diagrams and have students correctly label and discuss the functions.	Transparency (Human Growth and Development) Stages of Maturation Film: Growing Up Film: Adolescent Changes Film: Boy to Man, Girl to Woman, or Then One Year Transparency: Male Reproductive System/ Female Reproductive System Film: Human Reproduction The Reproductive System The Wonder of Reproduction	85% of students will answer oral questions on the growth patterns, hormones, organs and their function, and secondary sex characteristics to the teacher's satisfaction.

2

INTERPERSONAL SKILLS

2.1 Demonstrates awareness of the effect of self on others.

A. Explores careers in terms of interpersonal relationships needed.

1. Have students generate responses to such questions as:

    a. What occupations require a high level of interpersonal skill?

    b. What is meant by a doctor's "bedside manner?"

    c. What jobs require good persuasive skills?

    d. What jobs might use limited interpersonal activity and demand little in the way of interpersonal skills?

    e. What kinds of jobs require good leadership ability?

    f. What kinds of jobs require that people follow instructions of others even when they might not agree?

2. Following a study of a literary work involving a number of characters, have students discuss the kinds of interpersonal skills that led selected characters to greater or lesser success in achieving their goals.

3. Have students observe, research, and discuss what kinds of interpersonal skills are needed for each of the following:
    a. a family member
    b. a social worker
    c. a flight attendant
    d. a forest ranger
    e. a pilot, etc.

❖ 4. Geography, "Travel Agent" p.37
❖ 5. Health, "Ten Jobs" p.38

2.2 Reacts positively to constructive criticism.

A. Develops and role plays situations for giving positive suggestions.

1. In art, home economics, or industrial arts, students may make projects and share critiques of one another's progress. Set up criteria for critiquing or standards and practice using positive words and phrases. Have students "critique the critiques." In English or social studies, students might critique one another's poems or stories.

2. Set up small work groups or task forces. Assign "leaders," who are instructed to make all suggestions to their "subordinates." Share reactions of students to the effectiveness of their leaders' directions.

❖ 3. Language arts, "Bob" p.39

4. Use scenarios or anecdotes to provide situations for discussion. The following is an example:

Mom: I can't understand why our water bill doubled since the last one. We haven't used any more water than we usually do. You haven't replaced the washers in the faucets since we moved in here. I think that it has been at least seven years ago. Do you suppose that could be the culprit?
Dad: Come to think of it, that's a darn good suggestion. I'll check those faucets as soon as I finish my breakfast.
(Later)
Dad: I found the problem! The faucet in the basement was dripping. I replaced the washer and the problem is now solved.

5. Students keep a log of criticisms heard in one week. They may be observations or direct involvement. On a certain day at the end of the week, students put statements on the board discuss which are positive and which are negative. Discuss how the person giving the criticism might have been motivated, how the receiver might have felt, and what the results might have been.

2.3 Works with others regardless of sex, race, or cultural differences.

A. Is able to discuss and respect differences in culture, sex, and race.

1. At holidays, share family customs and traditions. Students bring samples of favorite traditional foods from home or make them in class for classmates to try.

2. Use small temporary work groups involving different students to work on projects. Change now and then to enable students to appreciate working with different people.

3. Discuss with students the value of being able to work with others who have different backgrounds.

❖ 4. Social studies, "Sex, Race, Culture" p.40
❖ 5. Foreign language, "When in Rome" p.42
❖ 6. Social studies, "Ethnocentrism" p.43
❖ 7. Health,"Guys and Gals" p.45
❖ 8. E.S.L., "Whistler's Choice" p.46
❖ 9. Social Studies, "An African Wedding" p.48

B. Works well with others.

1. Use teams, pairs and other groupings of students. Following group work, or following a series of small group experiences in which students must work together, have students respond to a check list or reaction card indicating their own perception of how well they work with others.

2. Have students generate lists of suggestions for improving small group activities such as:

   a. listen to others
   b. everyone contributes
   c. use the different talents of group members
   d. have a goal and stay with it
   e. reduce conflict by sharing and compromising where needed, etc.

3. Have students focus on specific aspects of working well with one another during small group work sessions.

❖ 4. Language arts, "Working Together" p.49

2.4 Analyzes differences between personal values and the value orientations of others.

A. Comprehends that certain values may not be assigned equal importance by others.

1. Prior to a unit on exploring career options, establish criteria or things one would look forin a job such as money, satisfaction, success, social life, etc. Poll the class to demonstrate the different kinds of values on each reason.

2. Discuss characters in stories or people in history who placed different values on things. Have students discuss how the values of these people affected their decisions and behavior. Example: How would things have been different if (name of person) valued power more than wealth or wealth more than honor?

◆ 3. Language arts, "The Pearl" p.50
◆ 4. Foreign languages, Spanish, "...ería" p.51
◆ 5. Social studies, "Polls and Surveys" p.53
◆ 6. Language arts, "Sharing" p.54

B. Reacts positively to sharing differences in values with others.

1. Students prepare collages depicting things they value. Share collages in class. Discuss differences in a positive manner. In some cases, students might generate positive statements to use in responding to persons whose values are different, or role play positive and negative examples in reacting to others.

2.5 Affirms the need for positive interpersonal relationships.

A. Identifies elements necessary for positive and effective team work.

◆ 1. Social studies, "The Tower" p.56
◆ 2. Social studies, "Tanagrams" p.58
◆ 3. Resource room, "Ping Pong" p.60
◆ 4. Social studies, "Team Work" p.61
◆ 5. Communications, "T.V. Productions" p.62
◆ 6. Social studies or business law, "Law Partners" p.63
◆ 7. Mathematics, "Math Teams" p.64

B. Identifies instances in which interpersonal relationships are essential to personal and group effectiveness.

1. Generate situations and role play to demonstrate how interpersonal skills are needed:

a. registering a complaint
b. providing and getting good services as in a gas station, restaurant, department store
c. solving a problem involving the family
d. going for a job
e. deciding on a group project
f. working on an assembly line

2. Language arts. Use the film by Reginald Rose, Twelve Angry Men.

a. Discuss the roles of jurors and the means of solution.
b. Discuss the meaning of "hung jury."
c. As the film progresses, have students analyze each juror.
d. Discuss the relationships that develop between jurors. Note changes.
e. Discuss the verdict in light of changes.
f. Have students compose an essay developing the character of one of the jurors, showing how positive interpersonal relationships brought about changes.

◆ 3. Language arts, "It's OK To Be Negative" p.65

2.6 Resolves conflict involving groups.

A. Predicts causes and consequences of worker conflicts.

◆ 1. Language arts, "A Letter to the Coach" p.66
◆ 2. Social studies, "Labor Disputes" p.69

B. Resolves conflicts with peers.

1. Use situations in which students have interpersonal conflicts to develop insights concerning conflict resolution.
◆ 2. Language Arts, "Taming the Green-eyed Monster" p.70

2.7 Recognizes the role of constructive and positive competition.

A. Recognizes ways in which competition serves individuals and groups.

◆ 1. Health,"Summer Olympics" p.72

2.8 Identifies and uses interpersonal skills.

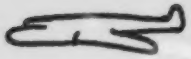
A. Lists alternative ways to express feelings.

1. Collect descriptions of problem situations from students on note cards. These may involve siblings, family (parents), friends (peers) or other people. Discuss and perhaps role play reactions and alternative reactions to each problem.

❖ 2. Art, "Art As Expression" p.73

3. Class or school publications containing prose, poetry and art are effective means for students to express and share their feelings.

Travel Agent



Subject area competencies: Knowledge of the travel business

GOAL AREA Interpersonal Skills

SUBJECT Social Studies

GRADE 7

Basic skills: Decision making, reading

Career development objective/indicator: 2.1A Demonstrates awareness of the effect of self on others. Explores careers in terms of interpersonal relationships needed.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Role of travel agent A. Interpersonal relations B. Business skills II. Requirements A. Educational B. Communication C. Financial III. Organization and structure IV. Opportunities V. Pay	1. Invite a local travel agent to speak to the class about the field of travel. 2. Send students to interview local travel agents about the field. 3. Role playing: Simulate a dialogue between a customer and travel agent. The travel agent should demonstrate an awareness of the interpersonal skills necessary for business success. 4. Plan a trip for someone after obtaining vacation literature. This unit can be used with any service type occupation, i.e., insurance agent, reservation clerk, sales, etc.	Occupational Outlook Handbook Guidance Information System Dictionary of Occupation-Titles Local travel agents State tourism office publications	1. Evaluate simulations of a dialogue between travel agent and customer planning a trip. Recommend a sample list of questions to use as a guide. 2. Essay question: Discuss opportunities and requirements in the field of travel.

TEN JOBS

Subject area competencies: Interpersonal skills

GOAL AREA Interpersonal Skills

SUBJECT Health

GRADE 8

Basic skills: Reading, drawing conclusions, making inferences, writing.

Career development objective/indicator: 2.1A Explores careers in terms of interpersonal skills needed.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Ten job titles A. Waitress B. Secretary C. Teacher D. Bookkeeper E. Farmer F. Writer G. Seamstress in large factory H. Dry cleaner (self employed) I. Construction worker J. Night watchman at factory or store II. Criteria for above positions A. Educational B. Salary scale C. Availability D. Working conditions	1. Given the selection of occupations listed under "Content," the student categorizes them as: A. Generally works alone; B. Generally works with others; C. Sometimes with others; is usually around others. 2. List categories on overhead projector. Discuss the three and emphasize that these are generalizations. There may be instances where a person who works alone must be in a group, but overall, how is the job done? 3. Student describes in a short paragraph which category fits his/her preference for working. 4. Students categorize the jobs listed and discuss. The objective is to recognize the difference between aloneness or companionship. 5. Have students choose a category and list 3-5 more jobs that might fall in this category. Discuss in terms of personal preferences.	Dictionary of Occupational Titles Occupational Briefs	Ability to use categories correctly. Appropriateness of additional occupations added to list. Group discussion; explanation of choices. Paragraph written by students.

Methods/Activities (continued)

6. Each student writes a paragraph describing why he/she fits a certain personality type. They should cite activities or hobbies now enjoyed and evaluate if they are group oriented or self oriented.

Bob

Subject area competencies: *Public speaking, script writing*

Basic skills: *Writing and reading*

Career development objective/indicator: *2.2A Reacts positively to constructive criticism. Develops and role plays situation for giving positive suggestions.*

GOAL AREA *Interpersonal Skills*

SUBJECT *Language Arts*

GRADE *8*

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
Five students role play a situation where traditional sex roles have been changed. SITUATION: Bob becomes a phone operator in a predominantly female office. He has to overcome resentment by co-workers because he is invading their female environment. Remarks are passed about his work and personality. Bob realizes what the problems are and needs help. Bob will try what? How? The audience will be asked to offer possible solutions.	After the role-play situation is completed members of the audience will be asked to summarize what they have witnessed. Suggestions will be made to Bob as to how to handle the opposition he is encountering. Questions for stimulation: 1. What has Bob done that might have caused some resentment? Possible answers: He has a take-over attitude. He became too friendly too quickly. He made some unkind remarks. 2. How can Bob improve his work performance? 3. How can better work relations be established with his co-workers?	Five students: 1 older female supervisor who has not supervised a man before. 3 energetic women: one recent h.s. graduate who easily follows the group; one in her mid-forties who knows the "ropes" of the phone business; and one who is near retirement and doesn't want to be replaced. Observations and interaction of the audience. Teacher-instituted questions for stimulating discussion. (See Methods)	1. Teacher will take last 10 minutes of class period to summarize the suggestions offered by the class on the board. 2. Student can describe and give examples of positive or constructive suggestions. 3. Students can cite or list examples of their own progress in using constructive criticism for self-improvement.

Sèx, Race & Culture

GOAL AREA Interpersonal Skills

SUBJECT Social Studies

GRADE 7-9

Subject area competencies:

Basic skills: Writing

Career development objective/indicator: 2.3A Works with others regardless of sex, race, cultural differences.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Sex bias, sex role stereotyping A. Causes B. Elimination II. Prejudice based on race and culture A. Characteristics B. Causes C. Ways to reduce prejudice III. Self Assessment	Prior to this exericse, culture should be definied on the chalkboard. 1. Using the examples provided, students write a paragraph reacting to each one 2. Students will discuss their opinions in groups. 3. Discussion leader should bring groups together after 10 min. and conclusions should be determined by students, possibly: a. Not enough information provided to reach any conclusion. b. Prior prejudices come out c. Sex biases come out d. Stereotyping occurred. 4. Discuss alternative statements students think they might have made following discussions. 5. Discuss the effects of prejudice in working with others.	Chalkboard, pen or pencil Handouts 	1. Student can identify statements based on prejudice rather than on fact. Students review their own discussions to note such statements. 2. Feedback: find out how many students read the statements differently following the discussion.

DIRECTIONS: You are to describe as accurately as possible your opinion of the individual, the sex of the person, and the race they belong to in the following three examples.

Example 1. I am a young doctor that has been assigned the task of guest lecturing on the subject of "Sex in the Eighties." I was born and raised in the ghetto area of Newark. Being poor, I had to rely on scholarships and grants for my education.

Example 2. I am twenty-five years old, and I was born and raised in Chinatown. I still don't know what I want to do for a living. My friend's father has given me a job as a truck driver for which I am grateful.

Example 3. My parents own two cards and have well-paying jobs. My mother is a teacher, and my father is a professor at a local college. Every year around Christmas, we fly to Florida for a winter vacation. I loke to go to Florida, but I dislike giving up my job as a babysitter for my neighbors acorss the street.

Possible discussion questions.

1. Is there any such thing as a pure race?
2. What types of conclusions could be reached on insufficient evidence that was presented in the three situations?
3. How did an individual's values enter into their discussion?
4. How does an individual's background enter into their decisions concerning sex, race, and cultural differences?
5. Does a person's race influence their decision?

When in Rome

Subject area competencies: Acquiring an awareness of cultural differences and similarities existing between our and other countries.

Basic skills: Reading, speaking, writing

Career development objective/indicator: 2.3A Works with others regardless of sex, race, cultural differences. Is able to discuss and report differences in culture, sex, race.

GOAL AREA Interpersonal Skills

SUBJECT Foreign Languages

GRADE 8

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Exploration of careers in terms of interpersonal skills A. Jobs requiring international business transactions 1. Govt. agencies 2. Private industry 3. Banking B. Business and society's dependency on contributions of all workers C. Working with others of diverse backgrounds D. Sharing differences in values with others E. Resolving conflicts that occur as a result of cultural differences.	1. View the filmstrip, "There's a Foreign Language in Your Career." 2. Follow-up discussion, emphasizing "culture shock." 3. Students design and make cartoons depicting "culture shock" situations arising in business transactions with foreign-based companies. 4. Students make oral presentations explaining their cartoons. Class discusses each cartoon and suggests how the "culture shock" situation might have been avoided.	Filmstrip: "There's A Foreign Language in Your Career" Tamarkin-Wilkins Associates, W. Hartford, Connecticut 	Determine the level of understanding of need for the development of interpersonal skills on the job in international situations. Evaluation to be accomplished by having students write a composition entitled, "When In Rome, Do As The Romans Do." Composition should depict a cultural difference situation that arises in international business transactions. Student must include a solution or method of handling the problem encountered in the situation.

Content (continued)

II. Importance of understanding and respecting other cultures.
   A. Exploration of cultural differences and similarities.
   B. Effect of culture acceptance on business transaction.

ETHNOCENTRISM

GOAL AREA Interpersonal Skills

SUBJECT Social Studies

GRADE 9

Subject area competencies: Concept of ethnocentrism

Basic skills: Decision making, reading, writing

Career development objective/indicator: 2.3A Works with others regardless of sex, race, and cultural differences. Is able to discuss and respect differences in culture, sex and race.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
Ethnocentrism I. Definition: Belief that your group or culture is superior to all others. II. Negative attitude leads to: A. Superiority complex B. Racism C. Classism D. War III. How to overcome ethnocentrism A. Ethnic appreciation, but not to exclusion of others. B. Examine other cultures and be objective. C. Become aware of own ethnocentrism	1. Define ethnocentrism and ethnic appreciation. 2. Ethnocentrism worksheet: Students will examine 10 statements and determine whether they are examples of ethnocentrism or ethnic appreciation. 3. Discussion: How are these statements different? What are the possible results of ethnocentrism? 4. Give examples of ethnocentrism in history. E.g., Hitler, India's castes, Crusades, Israelis vs. Arabs, Ireland, American Indians. 5. Students read "The Strange People of Nacirema," a description of American culture stated in deceptive terms. 6. Students will compare and contrast US & Nacirema and will write a reaction to the strangeness of this culture.	Ethnocentrism Worksheet (attached) Wallechinsky, David and Wallace, Irving. "Studying the Strange People of Nacirema." The People's Almanac, Garden City, NY, Doubleday and Co., Inc., 1975, pp. 1085-7.	1. Nacirema Essay (See Methods and Activities) 2. Test: A. Define ethnocentrism. B. True-False. All people have ethnocentric attitudes. C. True-False. Ethnocentrism can be overcome by examining similarities in cultures and remaining objective. D. List 3 examples of how ethnocentrism has influenced history.

ETHNOCENTRISM WORKSHEET

DEFINITION: Ethnocentrism is a belief that one's own group or culture is superior to all others.

Directions: Put an E next to the following statements which protray ethnocentrism.

___1. I'm Italian, and it's obvious that I'm better than any Polish person.

___2. Kiss me, I'm Italian.

___3. White people have the right to go to Africa to civilize and Christianize those savage natives.

___4. Italians love pasta.

___5. The U.S. should close their immigration policy. We don't need any more foreigners in this country.

___6. I'm proud to be a Black-American.

___7. Hitler was right; we should get rid of all inferior people. No one is as perfect as the Aryan race.

___8. I'm an Arab. Everything was fine around here until the Jews were given Israel.

___9. Send those Indians to a reservation. They are not civilized enough to live in American society.

__10. I'm glad I live in the U.S.; it's a nice place to live.

__11. If the Puerto Ricans in the urban schools cannot learn to speak English, then forget about educating them.

__12. Many South American countries would like to get businessmen from the United States out of their industries and run them for themselves.

Guys & Gals

Subject area competencies: Developing respect for people of the opposite sex

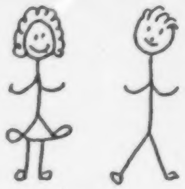
GOAL AREA Interpersonal Skills

SUBJECT Health

GRADE 7-9

Basic skills: Communication

Career development objective/indicator: 2.3A Is able to discuss and respect differences in culture, sex, race.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Sex role stereotyping A. Certain behavior is more appropriate to one sex according to societal standards and pressures B. Recent changes in attitudes toward female athletes, male dancers, etc. II. Double standard A. Men allowed greater sexual freedom B. Job discrimination	1. Divide class into small, same-sex groups of about 6 and give each group 2 large sheets of paper and a felt pen. 2. Instruct group to brainstorm responses they have to the sentence stem, "Because I am a guy, I must..."(for the males) and "Because I am a girl, I must... " (for the females) 3. Then write responses to, "If I were a girl, I could..."(for the males, and "If I were a guy, I could..." (for the females). 4. Discuss the lists as a class. 5. Teacher can elicit responses to questions such as "Which of these are the most powerful in controlling your behavior?" "Which of these do you enjoy?" "Which of these do you find the hardest to live with?" 6. This lesson should be followed by the myths that comprise sex bias and how to counteract them.	Family Life Education Curriculum Guide, Santa Cruz, California; Family Life Education Development Project, 1979. 	At the conclusion of the exercise, each student will write a statement about what they learned from the exercise. For example: 1. I learned that girls are allowed to do more "male" things without being ridiculed than males are "female" things. 2. I learned that males seem to be under more pressure to act in a "macho" way.

Whistler's Choice

Subject area competencies: Non-verbal communication and cultural sensitivity.

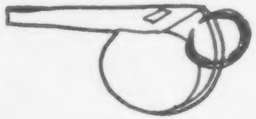
GOAL AREA Interpersonal Skills

SUBJECT E.S.L.

GRADE 7-9

Basic skills: Listening and speaking

Career development objective/indicator: 2.3A Is able to discuss and respect differences in culture, sex, race.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Non-verbal communication A. Whistling B. People who use whistles II. Listening to different whistles III. Methods of whistling IV. Cultural differences in the meaning of whistling V. Other forms of non-verbal communication A. Eye contact B. Gestures C. Facial expressio D. Body Language E. Distance/space	1. Teacher blows a whistle and asks what meaning was conveyed by the action. (Attention getter.) 2. Discussion on who uses a whistle. (Police, sport referees, gym teachers, people at circus or in parades, etc.) 3. Explain that this is a non-verbal communication which carries meaning. Meaning may be different in some countries. 4. Listen to the tape and have students identify meaning conveyed by whistles: a tea kettle that is ready; a factory whistle at lunchtime; dogs barking as a response to the silent whistle; an emergency whistle (air raid, fire, etc.); whistle of wind; boy whistling to get girl's attention.) 5. Discuss different ways of whistling: with fingers, with pursed lips, with a whistle. 6. Sing or play record of "Whistle While You Work" and discuss whether whistling on the job is acceptable.	1. Whistle 2. Tape recorder 3. Cassette prepared with: a. tea kettle sound b. factory whistle c. dogs barking d. emergency sound e. whistle of wind f. whistle of boy seeing girl. 4. Record player and records , "Whistle While You Work" and/or "Whistle A Happy Tune" (optional)	1. Class participation and discussion of cultural differences in uses of whistles and whether we should respect or try to change these differences. 

Whistler's Choice (continued)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
	7. Discuss that the meaning of a non-verbal communication may not be the same across cultures. Examples: To show displeasure at boxing matches in U.S., people boo. In Spain people whistle to show displeasure. At tennis matches people also use the European connotation and whistle to show displeasure. 8. Investigate another area of non-verbal communication that is not universal.E.g., eye contact, gestures, facial expression, body language, distance/space. 9. In E.S.L. class, students should pick an example from their country.		

AN AFRICAN WEDDING

Subject area competencies: African traditions/customs; marriage

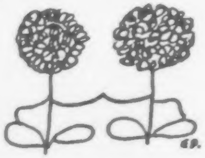
GOAL AREA Interpersonal Skills

SUBJECT Social Studies

GRADE 8

Basic skills: World cultures

Career development objective/indicator: 2.3A Works with others regardless of sex , race, cultural differences. Is able to duscuss and respect differences in culture, sex, race.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Introduction of African marriage tradition II. Role playing III. Discussion of differences in culture, sex and race. IV. Evaluation	1. Have students read "The New Hut" and answer the "Which?" and "Why?" questions together as introduction to African marriage traditions. 2. Stress meanings of following words: bride wealth; polygomy; family approval; wedding feast; lighting of fire . 3. Have two students role play an African couple deciding to marry and planning the wedding. Include the proposal and acceptance; getting approval from the families; what the bride wealth will be; where the wedding feast will be and what it will be like; what the ceremony will include (breaking a pot and lighting a fire); when and if a second wife will be chosen. 4. Have two other students role play an American couple deciding to marry and planning the wedding. Include: proposal and acceptance; setting the date and planning the ceremony and reception. 5. Discuss the differences in the two role playing sessions. Are the differences between the African and American scenes due to culture or race? 6. Assign a poster to be done to illustrate one tradition of African marriage.	Marvin, Stephen, Africa. Palo Alto, CA. Field Educational Publications Inc., 1969 pp. 45-50 or any other standard text covering African marriage tradition.	Evaluation of poster illustrating one tradition of the African marriage. Sharing of other examples of traditions surrounding marriage. 

WORKING TOGETHER

Subject area competencies: Interpersonal skills

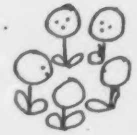
Basic skills: Group work, finding similarities

Career development objective/indicator: 2.3B Works well with others.

GOAL AREA Interpersonal Skills

SUBJECT English

GRADE 7

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
Group Interaction A. Expresses one's point of view B. Accepts others' points of view C. Synthesize all information D. Evaluate information E. Accepts constructive criticism F. Choose leader to set direction of group G. Decide on topic H. Assigning time schedule for completion of task I. Complete task.	1. Groups of five students will be randomly chosen. 2. Groups will choose a career from a list provided by teacher. 3. Each group will discuss what types of jobs are related to their chosen career 4. Each group will choose one person to coordinate the group's activities. 5. The group will discuss ideas of where to find pictures that relate to their career. 6. A time will be set for the return of pictures and a decision made as to where the pictures will be placed on the poster. 7. The class will go to the library and librarian will explain use of various reference materials relating to each group's chosen career. 8. Students will gather information and collect pictures related to career. Each group will make a poster illustrating the chosen career.	1. The Careers in Series 2. "Careers Related to English" 3. School Library A. Readers' Guide B. Dictionary of Occupational Titles C. Encyclopedia  	1. Students will be able to explain how the group came to choose their particular career. 2. Students will explain how their leaders were chosen. 3. Students will explain the sources they used for informaiton on their project. 4. Students iwll explain how the pictures on the collage relate to their career heading.

The PEARL

GOAL AREA Interpersonal Skills

SUBJECT Language Arts

GRADE 8

Subject area competencies: Reading, critical thinking

Basic skills: Reading, group discussion, composition

Career development objective/indicator: 2.4A Analyzes differences between personal values and value orientation of others. Comprehends that certain values may not be assigned equal importance by others.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Literary concepts A. Parable B. Foreshadowing C. Symbolism D. Theme II. Themes A. Greed B. Desire for change C. Tradition as a stabilizing factor D. Dangers of ambition and pride E. Individual in conflict with society.	1. Identify personal values: student completes account ledger by spending $1,000,000 and then writes essay explaining how sudden wealth would change his life style. 2. Read the novel, "The Pearl." 3. Identify values of characters: Kino, Juana, doctor, pearl buyer, priest, villagers. 4. Small group discussion: a) which set of values represented by a character brings most happiness; Steinbeck's positive and negative values; ways these values compare to those of group members. 5. Report to class by groups on above values information.	Steinbeck, John, The Pearl New York, Bantam Books, 1979. Filmstrip and cassette: The Pearl by John Steinbeck, Wilton, CT. The Center for Literary Review, 1978.	1. Students can identify positive and negative values of author on a checklist. 2. Students can identify personal values on account ledger. 3. Students can discuss and explain personal values to others in small group situation (as observed by teacher). 4. Students can recognize differences in values by completing open-ended statements: a. Kino was right/wrong in what he did because.... b. If I were Kino, I would have.... c. The most important things in life are....

....eria

Subject area competencies: Cultural similarities and differences; expressions used in shopping, products and services of stores.

Basic skills: Suffixes, vocabulary, reading context clues, cognates

Career development objective/indicator: 2.4A Comprehends that certain values may not be assigned equal importance by others.

GOAL AREA Interpersonal Skills

SUBJECT Spanish

GRADE 9

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Definition of suffix "ería" II. Vocabulary of products used in shopping and store names. III. Values: the importance of specialization in Spanish culture IV. Differences between other cultures and ours.	1. Introduce "ería" and its meaning. Give examples from known vocabulary (perfumería, librería, panadería, carnicería, papelería, pastelería). 2. Mention additional products that one might shop for abroad, e.g., zapato, reloj, pelo, joya, carbon, huevo, leche. 3. Discuss reasons for specialization. a. Where do you find fresher foods? b. Which store gives customers more attention? c. Name five specialized stores in Spain and the equivalents in the U.S. 4. Discuss differences between products and services in stores in Spain and U.S. a. Have you ever asked a pharmacist for medical advice? Would it be less expensive than a doctor? b. Would Americans return books more regularly if they had to pay a deposit as they do in Spanish libraries? C. How do people buy encyclopedias in Spain? In the U.S.? Which way costs less? Which way would you be more likely to use one?	ACTFL Center 2 Park Avenue New York, N.Y. 10016 (Materials on shopping-related lessons.)	1. Student will take five self-tests and check own answers. 2. Do one of the following: A. Select one of the stores and make a display window of its products and services and name. B. Using a 3x5 card for each store, draw a picture of its product or service on front and print name of store on back. Show front to another person who will name the store. C. List as many stores as you can with ending "eria" and write the product next to it. Do with a partner to see who remembers more. D. Find pictures of Spanish pictures sold in U.S. Why do Americans buy these? E. Tell the difference between these stores:

"eria" (continued)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
	5. Mention the usage of some every day differences between the cultures. a. metric measurement b. international road signs and driver's license. c. medical expenses paid by employer d. banking procedures. 6. Discuss occupations and careers that need to know these differences when living abroad. E.g., Peace Corps, airline employees, foreign service, Department of Defense, overseas business, military.		tabacalera - tobacco shop librería - library residencia - hotel lechería - supermarket

POLLS & SURVEYS

Subject area competencies: Social studies

GOAL AREA Interpersonal Skills

SUBJECT Social Studies

GRADE 9

Basic skills: Communications, vocabulary development

Career development objective/indicator: 2.4A Comprehends that certain values may not be assigned equal importance by others.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Value of polls and surveys A. Formulation of definition B. Clarification of differences and/or similarities. II. Reasons for conducting polls and/or surveys. A. Use of results B. Career implications III. Evaluation: formation of a collage	1. Place words "poll" and "survey" on board and discuss pre-knowledge students have about them. Record facts on board. 2. Formulate definitions for both words through discussion. (Poll always involves peoples' values. Survey does not have to involve values; provides exact information, often official.) Clarify similarities or differences. (E.g., polls: public opinion of political issues; survey: number of students who ride school buses.) 3. Class discussion addressing the following: a) Why would public be polled? Surveyed? What kind of information can be obtained from polls and surveys? How can information be utilized? 4. Discuss possible careers that would utilize polls and surveys. (E.g., polls: advertising, merchandising, public office. surveys: hospitals, schools, public utilities. 5. Evaluation: collage.	Dictionary of Occupational Titles Dictionaries, encyclopedias 	Students make a collage. Label two large sheets of oaktag POLLS and SURVEYS. Each student will identify on a 3x6 strip of construction paper a career that would be affected by either a poll or a survey. Place the appropriate strips on the oaktag to form a collage. (Strips should be labelled distinctly by career title and be accompanied by an appropriate symbol or illustrations to represent the career.)

SHARING

Subject area competencies: Communications

GOAL AREA Interpersonal Skills

SUBJECT Language Arts

GRADE 7-9

Basic skills: Following directions, listening and speaking

Career development objective/indicator: 2.4A Comprehends that certain values may not be assigned equal importance by others.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Rank ordering according to value preferences. II. Values are reflected in choices	1. Distribute Rank Order lists. 2. Teacher reads a sample question, writes the choices on board and calls upon 5-7 students to give their rankings. Example: Which of these would you want most as a neighbor? ____ a teacher ____ a circus clown ____ a doctor. Students explain reasons for their choices. 3. Students complete their Rank Order lists and share his/her choices with class, giving reasons for ranking. 4. Group discussion of responses.	List of Rank Order questions and choices. (See attached) Adapted from Values Clarification: A Handbook of Practical Strategies for Teachers and Students. (Hart Publishing Co., Inc., NY, 1978) by S. Simon, L.W. Howe, H. Kirschenbaum.	Teacher observation Teacher questions: 1. Did everyone answer Rank Order selections in the same manner? 2. What have you learned as a result of this activity?

Rank-Order Questions

1. What kind of teacher would you prefer:

___ an unpleasant, grouchy person, but a good teacher
___ a very pleasant person, but a poor teacher
___ great personality and teaching ability about average

2. To whom would you tell a confidence or secret?

___ your parent
___ your best friend
___ your favorite teacher

3. What kind of gift would you most like to receive?

___ a gift which you select
___ a gift which you already have knowledge of in advance
___ a gift which is a complete surprise.

4. What would you do if you saw your best friend steal an inexpensive article from a store?

___ report him/her to store authorities
___ pretend you didn't notice
___ ask him/her to share it with you

5. Which would you least like to do?

___ lose something of value to you
___ break your arm
___ move to a new school

6. Which is most important?

___ to get along with others
___ to really know yourself
___ to work hard for your future

7. Which is worst?

___ to have friends make fun of you
___ to be punished by your parents
___ to be punished by your teacher or principal

8. How would you spend $5.00?

___ buy a book
___ buy something for your parents
___ treat your friends

9. Which is most difficult for you?

___ write a composition
___ clean your bedroom
___ keep a secret

10. Which would you hate most?

___ losing a $10.00 bill
___ going to the dentist
___ eating something you really dislike

THE TOWER

Subject area competencies: Social studies, English

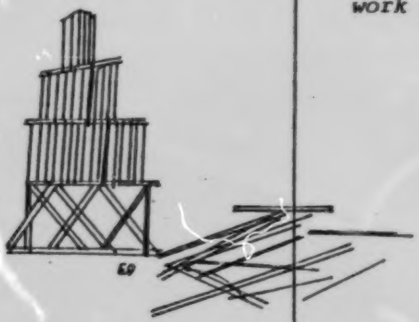
GOAL AREA Interpersonal Skills

SUBJECT Social Studies,English

Basic skills: Groupwork skills analysis

GRADE 7-9

Career development objective/indicator: 2.5A Affirm the need for positive interpersonal relationships. Identifies elements necessary for positive and effective team work.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Group work A. Roles of participants B. Reactions II. Skills needed in group work A. Interest B. Ability to focus on group goals C. Participation and support. D. Compromise E. Cooperation F. Coordination	I. Task assignment A. Divide class into groups and supply 50 straws and a roll of tape to each group. B. Explain that each group is to build a self-supporting, five-foot tower using the supplies. They have twenty minutes. II. Task completion III. De-briefing A. Group evaluation of success. B. Group list of skills needed to work in groups. IV.Class summary A. List group results on board.	50 straws for every four students 1 roll of masking tape for every four students 	1. Student list of skills necessary for group work. 2. Question- The following skills are needed to work in groups: a. cooperation b. direction c. coordination d. all the above

ACTIVITY 1: Straw Tower

This is an activity to help you identify some of your responses in a group task situation.

- Each group will build a tower at least five feet high, using plastic straws and scotch or masking tape.
- The groups will have 20 minutes to complete the task.
- Each tower will be judged on its creativity, originality, and overall beauty.

To The Teacher: Activity 1

This activity focuses on a specific group task. The individual is to determine his or her own response or lack of it in relation to that task and determine how he or she feels about his response and the response of others.

Give each group approximately 50 straws and one-half roll of tape. Since masking tape works better than scotch tape, provide scotch tape if you want to increase the frustration level.

While the groups are working, circulate to observe how the groups are handling the task, which students have asserted leadership, the acceptance or rejection of such leadership by group members, the degree of cooperation among the group members, and the kinds of feelings being generated as the students work. OR, while the groups are working, try to arouse strong feelings. Join a group in the guise of helping them to build the tower and then hinder their work, or encourage the efforts of one group so openly and loudly that the other groups feel neglected.

Another option is to select two or three students ahead of time to play the roles of hinderer or encourager while you act as an observer. Work with the selected students ahead of time so that the others in the class will not be suspicious of their actions.

When the task is completed, have the students place themselves on a continuum of Least Assertive to Most Assertive within their group as described below:

LA____MA

Directions:

- Mark with an X the point on the continuum that student thought he/she reached during the activity.
- Mark with an O the point where he/she would like to have been.
- Write names on the points where student would place other people in group.
- Tell the rest of the group where they were placed and why.
- Have the group agree on how it would rank order itself from the least to the most assertive in doing the straw tower project.
- Ask each student to decide how he/she feels about where others in the group placed him/her on the continuum.

TANAGRAMS

Subject area competencies: *Dealing with peers; team work*

GOAL AREA *Interpersonal Skills*

SUBJECT *Social Studies*

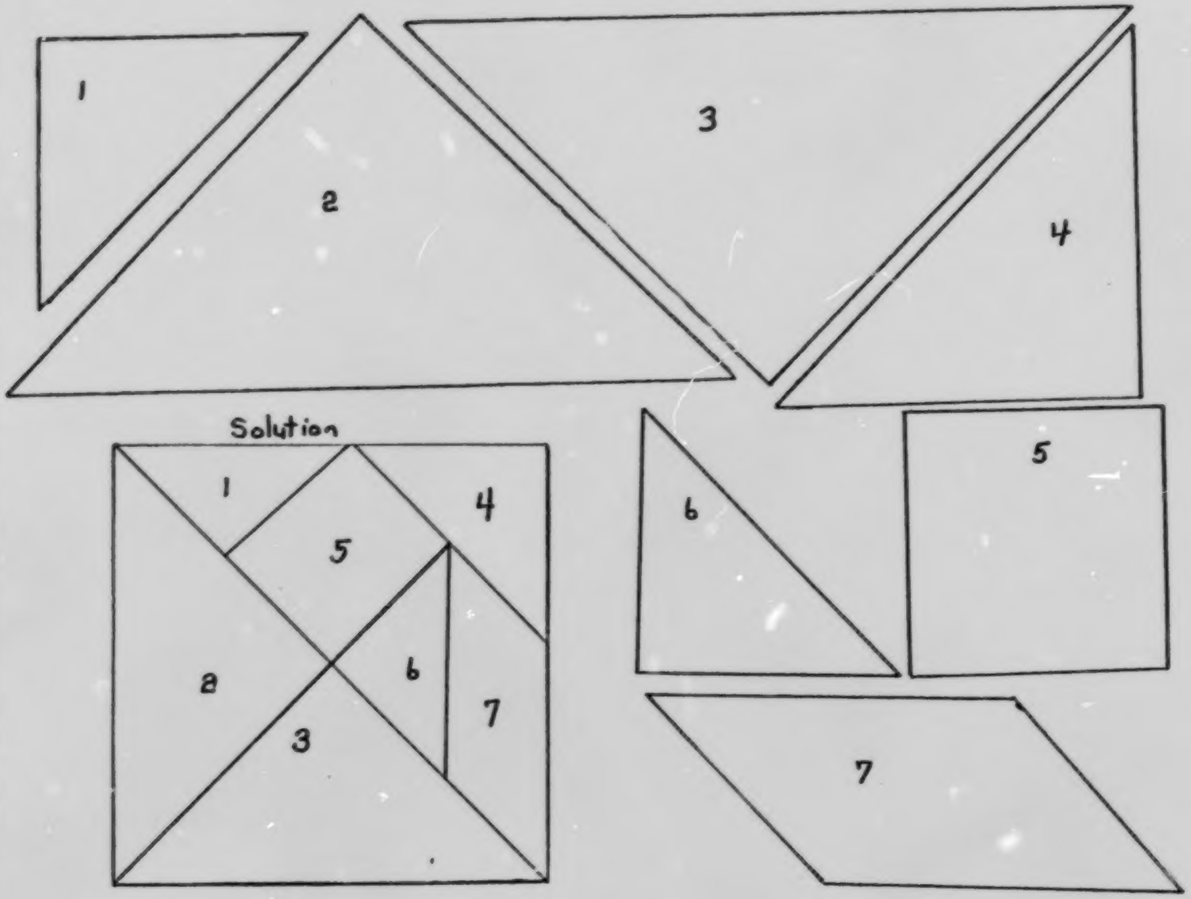
Basic skills: *Problem solving*

GRADE *7-8*

Career development objective/indicator: *2.5A Identifies elements necessary for effective team work.*

CONTENT	*METHODS/ACTIVITIES*	*RESOURCES*	*EVALUATION ITEMS*
1. Elements of teamwork *A. The use of individual strengths to benefit the group.* *B. Identification of problems* *C. Resolve conflict with peers* *D. Working well with others* *E. Compromise* *F. Sharing* *G. Brainstorming solutions* *H. Taking turns* *I. Accepting responsibility*	*1. Divide class into groups of 4-7 students. (Ideal number would be 4.) Place desks in a square.* *2. Randomly divide the Tanagram parts among the members of a group.* *3. Place outline shape 5 (include inset) on the center of their desks.* *4. Explain using parts 1-6 they must cover the whole shape without talking.* *5. Place large square outline on desk.* *6. Let them go and monitor until a solution is found. (If necessary, it can be done with 2 of the other shapes for practice first.)* *7. Discussion session on "How they worked it out."*	*"TANAGRAM" set per group (Science Research Associates)* *Outline solution (attached)*	*1. Discussion* *A. Number of items identified by group necessary for team work.* *B. How they felt.* *C. How they communicated.* *D. How different people worked.* *E. Problems which occured.* *F. How they were solved.*

TANAGRAMS (cont.)

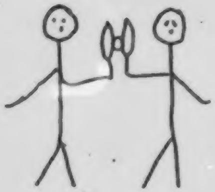
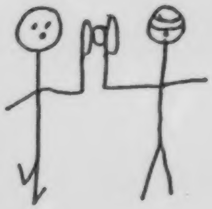

1
2
3
4
Solution
1
4
5
2
6
7
3
6
5
7

Ping Pong

Subject area competencies:
Working with a partner to achieve a goal. Co-operation and co-ordination
Basic skills:
Co-operation and co-ordination
Career development objective/indicator: 2.5A Identifies elements necessary for positive and effective team work.

GOAL AREA Interpersonal Skills
SUBJECT Resource Room
GRADE 7-9

Suggested time: 1 period(40 min.)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Two-person exercises A. advantage B. examples II. Importance of cooperation and team work. III. Examples of occupations requiring teamwork. 	1. Teacher should not explain purpose of the exercise, but simply get into it. 2. Have the students go from one side of the room to the other... a. carrying a ping pong ball on a paddle...alone b. with a partner...holding the ball between the two paddles (one/student) but not using free hand c. with a partner...as in "b" but with one student blindfolded 3. Discuss the aspects of each of the ways of carrying the ball... those that made it difficult and those that made it easier. 4. Emphasize necessity of communication that is(was) understandable to the other student involved. 5. Time and talent permitting, the discussion can be related to both occupations and personal relationships.	Several ping pong paddles and balls. 	Teacher evaluation: 1. Student participation 2. Student depth Re: discussion development 3. Range of applicable occupational and life situations to which principles discussed do apply. 

TEAMWORK

Subject area competencies: Listening and discussing

GOAL AREA Interpersonal Skills

SUBJECT Social Studies

Basic skills: Listening

GRADE 7-9

Career development objective/indicator: 2.5A Affims need for positive interpersonal relationships.
Identifies elements necessary for positive and effective team work.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Elements of good teamwork A. Individual lists B. Priority ranking II. Consensus activity A. Group list of elements of good teamwork B. Comparison of group responses III. Elements of good teamwork used in consensus activity	1. Students list five qualifications they would look for before choosing a good teammate. 2. Ask students to rank the five in order of preference/importance. 3. Divide class into small (3-4 students) groups and ask students in each group to share answers with one another and to arrive at a consensus for the group. 4. Note similarities of groups choices. 5. Discuss process by which they arrived at the decisions in their own groups. a. Was teamwork involved in arriving at a consensus? b. Was cooperation needed? Was it evident? c. Was the opinion of everyone in the group respected? d. What was needed on the part of each person for the group to arrive at a decision? 6. If any group did not arrive at consensus, discuss what prevented the decision from being made.	Paper, pencils Blackboard or overhead projector	1. Student self-evaluation during final discussion of the lesson. 2. Have students write two of the most important elements that would encourage good "teamwork" and explain why they are necessary.

TV Productions

Subject area competencies: TV production job skills and competencies

GOAL AREA Interpersonal Skills

SUBJECT Communications

GRADE 7-9

Basic skills: Aural/oral communication

Career development objective/indicator: 2.5A Affirms the need for positive interpersonal relationships. Identifies elements necessary for positive and effective team work.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. TV production team job titles II. Production team duties and responsibilities A. Job description B. Performance skills C. Responsibilities to the team D. Attitudes and work habits	1. Review production team titles (director, assistant director, audio engineer video engineer, technical director, graphics, floor manager, camera person, lighting director, set director, props manager) and discuss each position and expected performance and responsibilites. 2. Review C.A.S.T. media unit for Unit 9. 3. Present roleplay simulations of crew performance and responsibilities to class illustrating both proper and improper conduct. 4. Each student will develop and direct a 30-second commercial spot. 5. Each student will function as a production team member in each of the positions in rotation.	Communication Arts and Science Training print materials, Unit 9, Project C.A.S.T., Union Twp. Board of Education Project C.A.S.T. Unit 9 media unit "Accepted Broadcast Television Standards" Portable video taping equipment or TV studio facility if available. Guests, props or graphics as necessary for individual student commercials.	1. Check list for student performance in each of the team positions. 2. Critique of individual commercial spots for production and direction qualities. 3. Students will identify in writing the production team positions and the duties and responsibilties of each to the production and to other members of the team. 4. Students will do a self analysis profile of their attitude, work habits, and relationship to team.

LAW PARTNERS

Subject area competencies: Business law study/ law teams

Basic skills: Reading, sociability

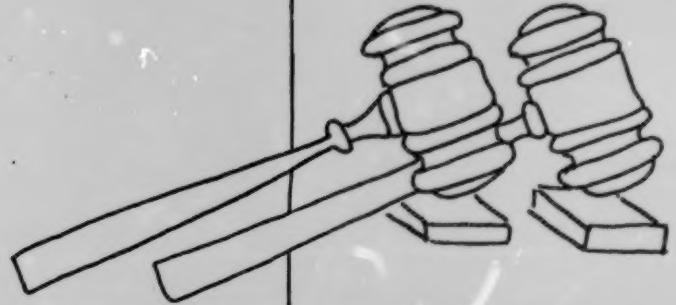
Career development objective/indicator: 2.4A Identifies necessary items for positive and effective team work.

GOAL AREA Interpersonal Skills

SUBJECT Social Studies

GRADE 9

CONTENT	*METHODS/ACTIVITIES*	*RESOURCES*	*EVALUATION ITEMS*
I. Importance of study teams (law offices) II. Value of selecting proper partners and traits to look for. A. Traits 1. Intelligence 2. Reasoning ability 3. Compatibility B. Value 1. Ease work load 2. Get more than one point of view III. How to solve differences in group. A. Compromise B. Acceptance of others' view points C. Minority opinion	1. Class discussion of content. 2. Have students break up into groups of two, role playing a two-person law office Using the cases at the end of each unit, have one member give the "office's" legal principle, point of law in question and the reference page. 3. After the second unit studied and the presentation of cases, have the students discuss problems the team had, the benefits of their specific team and how the items needed for their positive and effective team work.	Undersanding Business Law South Western Publishing Co., 1979	Case problems. The students will be given questions permitting the students to show the attributes and traits of a good law/study team and why they are important. Included will be questions identifying necessary items needed for positive and effective team work.



MATH TEAMS

Subject area competencies: *Ability to use interpersonal skills to accomplish a competitive team activity in math*

Basic skills: *Written and expression skills, computation skills*

Career development objective/indicator: *2.5A Affirms the need for positive interpersonal relationships.*

GOAL AREA *Interpersonal Skills*

SUBJECT *Math*

GRADE *7-9*

CONTENT	*METHODS/ACTIVITIES*	*RESOURCES*	*EVALUATION ITEMS*
I. Competitive math exercises *A. Rules* *B. Problems* *C. Time limit* *D. Team reverse* *II. Effects of cooperation on group process*	*1. Students will solve geometric word problems in competition. Students count off by two's to form Team 1 and Team 2.* *2. Team 1 is not allowed to communicate verbally and has no geometric measurement instruments available to them. Team 2 is allowed to communicate verbally and has geometric measurement instruments available. (Time- 10 min.)* *3. Team 1 and Team 2 switch characteristics. (10 minutes)* *4. Oral feedback of feelings toward group task completion in both situations.*	*Two sets of identical geometric word problems* Ruler Protractor 1+1=2	*1. Student will be able to identify and list the items contributing to a positive team relationship and task completion. (At least 3)* *2. Student will be able to identify and list the items detrimental to a positive team relationship and task completion. (At least 3)* *3. Student will be able to list three recommendations for improvement.* *4. Student will be able to solve the geometric word problems when measurement instruments are available.*

IT'S O.K. to be NEGATIVE

Subject area competencies: *Selecting the correct negative prefex to form antonyms*

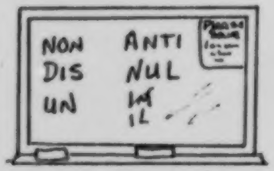
GOAL AREA *Interpersonal Skills*

SUBJECT *Language Arts*

Basic skills: *Antonyms*

GRADE 7-9

Career development objective/indicator: *2.5B Identifies instances in which interpersonal relations are essential to personal and group effectiveness.*

CONTENT	*METHODS/ACTIVITIES*	*RESOURCES*	*EVALUATION ITEMS*
I. Discussion of relay race *A. Move as quickly as possible* *B. Stay out of next team member's way* *C. Pass the chalk carefully* *II. Exercise in adding negative prefix to a word to form its anyonym.*	*1. Review the definition of an antonym and get examples from the class.* *2. Discuss the formation of anyonyms by placing a negative prefix before the word. Get examples from the class. (E.g., dishonest, impatient, unequal)* *3. Divide the class into two or three teams and review the procedure for a relay race. In this case, the first member of the team will look at the sign with the prefixes written on it and select the proper one to make the first word on his/her team's list an antonym. He/she then goes to the board and writes it in front of the word. As quickly as possible, he/she passes the chalk to the next member of the team who does the same thing to the second word and so on. The first team to get all the words converted to antonyms through use of the proper prefix wins the race.*	*1. List of words on board equal to the number of pupils on each team.* *2. Large sign with the prefixes in, un, im, dis, and il written on it.* *3. Chalkboard and chalk* *4. Ditto with all of the words used in the exercise and a list of negative prefixes to select from.*	*1. Teacher-made test to determine ability to select correct negative prefix to form the antonym of a given word.* *2. Class discussion of which positive and effective elements contributed to the results of the race. I.e., why did the winning team win? Which elements were lacking in the other team's performance?* 

1. -----certain
2. -----satisfy
3. -----accurate
4. -----sympathetic
5. -----permanent
6. -----agree
7. -----contented
8. -----trustworthy
9. -----legible
10. ----please
11. ----perfect
12. ----modest
13 ----capable
14. ----personal
15. ----visible
16. ----favorable
17. ----possible
18. ----mortal

A LETTER to the COACH

Subject area competencies: Classifying, organizing, analyzing cause and effect relationships, predicting outcomes.

Basic skills: Reading for information, discussion skills

Career development objective/indicator: 2.6A Predict causes and consequences of conflicts.

GOAL AREA Interpersonal Skills

SUBJECT Language Arts

GRADE 7

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Definitions of terms A. Needs (cause of behavior) B. Behavior (an action taken) C. Alternative (another action) D. Consequences (what will probably happen) E. Conflict II. How needs affect behavior. III. Means of reducing or resolving conflicts.	1. Teacher will state the objective in student terms: "This is an activity to help you become more aware of how needs affect behavior." Each term used will be defined. 2. Students receive and read a copy of "A Letter to the Coach." (see attached) 3. Students identify orally the characters introduced in the letter by name. 4. Students complete the "Needs and Alternatives Chart" (see attached) 5. Students will share selected responses in a teacher-directed large group discussion. 6. Students and teacher identify and describe other examples of situations involving conflicts.	The New Model Me: High School Teacher's Manual. ESEA Title III Project Manual, Lakewood City, Ohio, Public School System, 1973. 	Students will complete the grid. Evaluation question. (e.g): Joe is a 7th grader who feels he needs to be accepted (liked) by his classmates. One method he might try successfully is to: a. pick a fight b. start a rumor about the class president c. hand around the 10th graders after school d. join a club for 7th graders

Dear Coach Adams:

Remembering our discussion of your football players who are having trouble in English, I have decided to ask you, in turn, for help.

We feel that Paul Spindles, one of our most prominent scholars, has a chance for a big scholarship, which would be a great thing for him and for our school. Paul has the academic record for this award, but we find that the aspirant is also required to have other excellences, and ideally should have a good record in athletics. Paul is weak physically. He tries hard, but he has trouble in athletics.

We propose that you give some special consideration to Paul as a varsity player, putting him, if possible in the backfield of the football team. In this way, we can show a better record to the committee deciding on the scholarships. We realize that Paul will be a problem on the field, but - as you have often said - cooperation between our department and yours is highly desirable, and we do expect Paul to try hard, of course. During his intervals of study we shall coach him as much as we can. His work in the English Club and on the debate team will force him to miss many practiçes, but we intend to see that he carries an old football around to bounce (or whatever one does with a football) during intervals in his work. We expect Paul to show entire good will in his work for you, and, though he will not be able to begin football practice until late in the season, he will finish the season with good attendance.

Sincerely yours,
Dr. Wilfong Pearson
Head, English Department

P.S. We are delaying a decision on your request made to this department regarding a passing grade for your fullback, Butch Johnson, until we receive your favorable reply.

* * *

Consider the following questions about needs:

- What do you think were the needs of each of the three people involved?
- In what ways did these needs seem to affect each person's behavior?
- What are some alternative ways in which the needs of each of the individuals might be satisfied?
- What might be some of the short- and long-term effects of the various alternatives?

NEEDS AND ALTERNATIVES

	Characters introduced in the letter	Needs which each person seems to have	Behaviors or ways each person acted to meet his needs	Alternatives other things each character could have done	Consequences results each alternative behavior would bring
1.					
2.					
3.					
4.					

Labor Disputes

Subject area competencies: Functions of unions, labor management contract, labor-management disputes

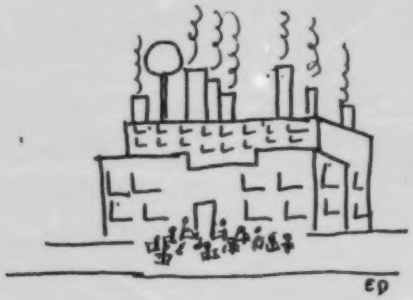
Basic skills: Listening, research, discussion

Career development objective/indicator: 2.6A Predicts causes and consequences of worker conflicts.

GOAL AREA Interpersonal Skills

SUBJECT Social Studies

GRADE 9

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Definitions A. Labor union B. Craft union C. Industrial union D. Labor management contract E. Mediation F. Arbitration II. History of AFL and CIO III. Weapons of management and unions A. Strike B. Boycott C. Injunction D. Picket line E. Public opinion IV. Reasons for labor disputes A. Micro-economic problems B. Technological developments C. Macro-economic problems D. Working conditions	A. Readings in text, The American Economy. B. Teacher presentation of basic definitions as listed. C. Student-teacher discussion of definitions and readings. D. Student research into origins of AFL-CIO. E. Student research into current newspapers for possible labor disputes: causes and resolution. F. Students simulate differences between mediation and artibration. G. Students prepare a situation in scenario to demonstrate possible causes of a worker dispute.	Text: The American Economy, Sampson, Houghton-Mifflin. Text: A People and A Nation, Ver Steeg, Harper and Row Current newspapers and news magazines	1. Student participation in discussions. 2. Teacher-prepared test 3. Written and oral reports 

Taming the Green-eyed Monster

GOAL AREA Interpersonal Skills

SUBJECT Language Arts

GRADE 7-9

Subject area competencies:

Basic skills: Writing

Career development objective/indicator: 2.6B Improving human relationships by resolving conflicts with peers.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Good relationships with co-workers important II. Accept compliments gracefully III. Jealousy is an impediment to good co-worker relationships A. Produces friction B. Retards production C. Definition of jealousy	1. Have three students role play a situation involving jealousy in an office. (See attached sheet) 2. Ask: "What problem does Jean have?" 3. Answer: Jealousy. Put word on board and ask for definition. 4. Ask: "Have you ever been jealous?" Discuss answers and also the effect of jealousy on worker production in situation presented in role play. 5. Students answer questions about story on attached sheet and read their responses to the class. Discuss each answer. 6. Discuss how to accept compliments gracefully and why this is best.	Workbook: "Activities for Succeeding in the World of Work" Kimbrell-Vineyard, 1972; McKnight & McKnight Pub. Co. 	Oral presentation of written assignment evaluated. A. Speaking 1. Volume 2. Eye contact 3. Pronunciation 4. Posture 5. Poise B. Discussion 1. Did student's answers show that jealousy is wrong and that you should accept compliments gracefully.

Role-Playing Situation

Helen and Jean are secretaries in a large office. They can operate a variety of business machines. Karen, 18, and just out of high school, began as a clerk typist only two weeks ago. Karen is impressed with the beautiful work that is done by one of the business machines and watches the two girls operate the machine during some of her coffee breaks.

Karen: I've been noticing what a beautiful that machine does. I wish I knew how to operate it.
Helen: If you have some time later, I'll be glad to show you.
Karen: You would? Gee, that's very nice of you. Okay, I'll see you at my next coffee break - about 1:15.
Helen: Fine. I'll be waiting for you.

Karen goes back to her job.

Jean: That was a pretty dumb thing to do!
Helen: What do you mean?
Jean: I had to go to a special school to learn to use that machine. Why should we take time to teach Karen? Besides, she might get so good that she would take over our jobs!

Walt, like everyone, likes to receive a pat on the back for a job well done. However, the supervisor in his department seldom makes favorable remarks about Walt's work. Gary is exceptionally conscientious about every detail of his work and receives lots of compliments. Gary takes the compliments gracefully and is not resented by the other employees - except for Walt, who just can't stand by silently and see Gary getting so much praise. After watching the supervisor compliment Gary for doing a fine job on a difficult project, Walt commented to Garry, "I suppose you think all that butter will get you a raise." Gary looked up, said nothing, and continued his work. Walt continued, "Too good to talk with me, huh? Now that you and the boss are so buddy, I guess you can't associate with the guys."

Questions

1. What is the reason for Walt's behavior?
2. If you were Gary, what would you do or say?
3. How can you receive a compliment and also keep a good relationship with your co-workers?

summer olympics

Subject area competencies: Interpersonal relationships

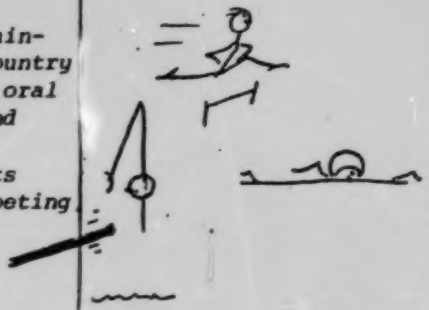
Basic skills: Health, improve human relationships

Career development objective/indicator: 2.7A Recognize the role of constructive and positive competition. Recognize ways that competition serves individuals and groups.

GOAL AREA Interpersonal Skills

SUBJECT Health

GRADE 7-9

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Grouping for Summer Olympics A. Country B. Individual sport selection C. Investigation of 1. Requirements 2. Training 3. Rules II. Presentation of oral reports III. Effect of competition on individuals participating and on observers	1. Students are divided into groups of 4-6. Each group is assigned a different country that participates in the Summer Olympics (e.g., U.S., England, Poland, Russia, Africa). 2. Each person in the group will select a role of a participating athlete (swimmer, track and field, member of the volley ball, basketball or soccer team). 3. Each student will investigate training of their specific sport and country participation and will present an oral report on their specific sports and country. 4. The class will discuss the effects of competition on individuals competing on teams and those observing the events.	Blackboard or individual sheets with assigned country and objectives Paper, pencil School library Local library Sports magazines 	Objective Test: Examples 1. Name three countries that participate in the Summer Olympics. 2. Name four sports that are played in the Summer Olympics. True-False 1. Summer Olympics serve no purpose. (F) 2. People from diverse backgrounds cannot work together. (F)

Art as Expression

Subject area competencies: Painting as it relates to visual expression

GOAL AREA Interpersonal Skills

SUBJECT Art

GRADE 9

Basic skills: Painting techniques, expression of feelings through visual effects

Career development objective/indicator: 2.8A Identifies and uses interpersonal skills. Lists alterntive ways of expressing feelings

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Expression in painting A. Elements and principles of design 1. Color 2. Shape 3. Line 4. Mood 5. Emphasis B. Statement 1. Specific idea 2. Feelings on subject matter II. Painting technique A. Use of tools and medium 1. Brushes 2. Color mixing 3. Clean up B. Creating 3-dimensional illusion 1. Perspective 2. Depth of field Content (cont'd) C. Styles 1. Realism 2. Surrealism 3. Expressionism	1. Show reproductions of paintings and discuss elements and principles of design 2. Discuss artist's feelings on the subject matter and explain realism, surrealism and expressionism as painting styles. 3. Demonstrate proper methods of preparing a canvas, color mixing of acrylic paints, and techniques and brushstrokes using opaque paint and achieving a translucent effect. 4. Demonstrate or discuss the variety of brushes and their uses. 5. Have students express their feelings on canvas. 6. Critique work with students. 7. Display paintings. 8. Discuss other media for expressing feelings.	Artist's reproductions from: History of Modern Art, H.H. Arnason. Prentice-Hall. "The Cry"- Edvard Munch, p. 156 "Men of Justice" Georges Rouault, p. 162 "Death Seizing a Woman" Kathe Kollwitz, p. 171 "The Dance of Life" Edvard Munch, p. 177 "Christ Among the Children" Emil Nolde p. 180 "The Solidarity of the Fog" Luigi Russolo, p. 227 "Death and Life" Gustav Klimt, p. 265 "Girl Before Mirror" Pablo Picasso, p. 378 OR Use other artist's paintings which show definite personal statements of artist's feelings.	Student-teacher critique of paintings: A. Expression 1. Is personal statement clear to viewer? 2. What is the statement? 3. What elements and principles of design were used to express the student's feelings? 4. What style of painting was used and why? B. Painting techniques 1. Has the paint been applied in manner in which it was intended? 2. Is the painting "finished?" All areas painted to same degree? Proper perspective? Correct scale? C. Painting Style 1. What style was used? 2. Is it effective for statement? 3. What visual impact does the painting have?

REFERENCES

California Occupational Preference System; COPS, San Diego, Edits, 1980.

Dressner, Alice, Directions. Brookdale Community College, NJ.

Jew, W. and Tong, R., Job Planning, Career Planning, Janus Book Publishers, Hawyard, CA, 1976.

McKnight, Succeeding in the World of Work.

Simon, Sidney et al., Values Clarification, Hart Publishing Co., 1972.

Sunburst Communications' Multi Media Kit, Developing Self Respect, Pleasantville, NY.

DECISION MAKING 3

3.1 Is able to use decision making processes.

A. Obtains adequate and relevant information for decisions.

◆ 1. Language arts or social studies, "Propaganda" .P.79
◆ 2. Mathematics, "Unit Pricing" p.80

3. Science. Laboratory experiences in which students test hypotheses are appropriate to this indicator. Student conclusions should be based on: accuracy of measurements; relevance of observations; and adequacy of information gathered.

◆ 4. Social studies, "Hammurabi's Code" p.81
◆ 5. Health, "Deciding" p.83
◆ 6. Health, "Where to Turn" p.85

7. Guidance. Students research relevant information for decisions regarding course selection.

◆ 8. Science, "Food vs. Fuel" p.87

9. Consumer education, Students conduct comparative studies on products and services.

◆ 10. Language arts, "Telephone Book Search" p.89

B. Identifies ways to increase options and reduce risk.

◆ 1. Health, "Brainstorming" p.90
◆ 2. Guidance, "Choice, Choice" p.91
3. Students consider course selection in view of long range goals. Select courses that will tend to increase their options at a later point in time.
◆ 4. Science, "Trial and Error" p.92

3.2 Relates personal values, abilities, interests to decision making.

A. Describes how personal values influence decisions.

1. Students identify how they used scientific methods and personal values in a mini computer simulation game called "Oregon Trail," Scoultchi, Inc., 6 Lilac Rd., Somerset, NJ 08873.

❖2. Art or home economics," Interiors" p.93

3. In health class, students discuss factors such as values and interests that impact on young peoples' decisions such as whether to use alcohol.

4. Students list some decisions made in the last week/month. Identify a value represented by each decision. Example:

Decision to:	Represents:
Go to ball game	athletics
Buy a record	music
Spend time with specified person	friendship
Do homework	education
Mow lawns	money

3.3 Adapts decisions to changing circumstances.

A. Indicates how some career decisions change due to personal, social, economic, technological changes.

1. Use newspaper articles that refer to sunbelt vs. snowbelt jobs; that is, the availability of more jobs in geographic areas that require less fuel consumption. Discuss the impact of job availability or unavailability on individuals who are willing to move. Discuss the concept of mobility as a personal characteristic as it relates to job selection.

❖2. Math, "Career Change." (Note: This module can be adapted to suit many subject areas.) p.94

3.4 Assumes responsibility for decisions made.

A. Describes and discusses short term and long range consequences of decisions.

❖1. Health, "Alternatives" p.95

3.5 Recognizes the variety of settings in which decisions are made and the influences on decision making.

A. Recognizes factors that influence career choices.

1. Students interview their parents or other adults to find out who or what events influenced their decision to pursue their present occupation.

2. "New City Telephone Company" by Gary Shirts is a game available from NJ Bell Telephone Company, La Jolla, CA: Similie, 1974. It includes goal setting and decision making, priorities, and compromise.

3. In language arts, students read biographies or autobiographies and identify people, events, or other factors that influenced their career choices.

4. Social studies students might look up and analyze the occupations held by U.S. presidents and their parents.

5. Students read and discuss the poem, "The Road Not Taken" by Robert Frost.

❖ 6. Introduction to vocations, "Influences" p.97

3.6 Demonstrates decision making skills needed in preferred occupations.

A. Explores career options in terms of decision making skills required in various occupational areas.

1. Ask students to select five occupations of interest to them. By research or interview, find out what kinds of decisions people in those areas make. Make a composite list of the job occupations according to the frequency and type of decisions made. Categories might include:
   - decisions about hiring and firing people;
   - decisions of a personal nature;
   - decisions that mean life or death;
   - routine decisions;
   - high risk decisions;
   - decisions affecting many people;
   - decisions concerning money;
   - low risk decisions;
   - very few decisions.

2. Physical education. Compare decisions making skills required by players, coaches, officials.

B. Explores and assesses personal decision making skills.

1. List decisions made in a day/week/month. Classify the decisions according to the magnitude and type. What or whom did the decision concern.

2. Students analyze their ability to tolerate risks, make quick but effective decisions, make effective personal decisions, make effective consumer decisions.

❖ 3. Business education, "Flow Chart" p.98

3.7 Sets and carries out short term and long range goals.

A. Describes how personal activities impact on short term and long range goals.

❖ 1. Language arts, "Doctor, Lawyer, Indian Chief" p.100

3.8 Demonstrates the ability to participate in group decision making.

A. Identifies the kinds of decisions that are made in groups.

❖ 1. Physical science, "Group Decisions" p.102
❖ 2. Social studies, "Making Laws" p.103

B. Describes ways in which group processes contribute to or impede decision making.

1. Students attend a board meeting or a town meeting and comment on the group process.

2. Students discuss the advantages and problems of working in groups following several group projects.

❖ 3. Foreign language, "France" p.104
❖ 4. Language arts or social studies, "There Oughta Be A Law" p.105
❖ 5. Language arts or social studies, "Taxes" p.106

PROPAGANDA

GOAL AREA Decision Making

SUBJECT Language Arts, Social Studies

GRADE 7-9

Subject area competencies: Understanding use of propaganda in communication; careers using the propaganda technique

Basic skills: Writing, communication skills

Career development objective/indicator: 3.1A Is able to use decision making processes. Obtain adequate and relevant information for decisions.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Communication through propaganda A. Cartoons B. Advertisement C. Entertainment D. Recreational areas II. Opposing viewpoints of propaganda III. Effects of propaganda on business information IV. Careers using propaganda technique V. Everyday use of propaganda	1. Provide students with a cartoon. Read caption. Have students write another caption supporting major ideas in cartoon and one opposing ideas in cartoon. 2. Circle all words and illustrations in magazine or newspaper ads that do not directly represent the product or its appearance. 3. Bring in brochures, movie and TV ads and delete all descriptive words and pictures. Compare results with original. 4. Locate information supporting activities of two opposing nations in a war. Design posters representing opposing views. (Alternative activities can be substituted) 5. Read brochures and identify non-factual information. 6. Discuss careers using propaganda techniques. 7. Make a commercial to present to class using propaganda.	Newspapers, magazines, books, cards, comics. Brochures from banks, motels, Chamber of Commerce, etc. Reference material, vertical file information on propaganda in library. "Detecting Propaganda," Mainstreaming Language Arts and Social Studies Anne Adams, Coble, Hounshell. Goodyear Publishing Co,Inc. Santa Monica, CA 90401 1977, p. 101.	Group participation, respecting opinions of others. Completion of assigned activities. Presentation of propaganda commercial to class. Be able to know when it is good for "public relations" to use some propaganda techniques. ✓ CARD STACKING ✓ BANDWAGON ✓ PATRIOTISM ✓ PLAIN FOLKS ✓ REPETITION ✓ OLD-FASHIONED ✓ HUMOR

UNIT PRI¢ING

Subject area competencies: *Successful use of decision making processes.*

Basic skills: *Unit pricing.*

Career development objective/indicator: *3.1A To use decision making processes after obtaining adequate and relevant information to make decisions.*

GOAL AREA *Decision Making*

SUBJECT *Math*

GRADE *8*

CONTENT	*METHODS/ACTIVITIES*	*RESOURCES*	*EVALUATION ITEMS*
I. Unit pricing tags *II. Unit pricing law* *III. Advantages of unit pricing* *A. Best buys* *B. Time savings* *IV. Other considerations* *A. Nutrition* *B. Ingredients* *C. Family preference* *D. Yield* *E. Size* *F. Convenience* *V. Application in supermarket*	*1. Introduce students to the term "unit pricing," what the tags look like and how to use them, by turning classroom into a mini-supermarket. Use charts and actual products to familiarize students with unit pricing labels. Have students use newspaper ads to figure unit prices manually to show time saved.* *2. Students will do mini-surveys among teachers and friends to find out how many shoppers actually use unit pricing and how much information they have about it.* *3. Students will do research on consumer education concerning unit pricing and will present information in a panel discussion to the class.* *4. Visit supermarket.*	*Supermarkets* *Teacher-made charts* *Materials from County Office of Consumer Affairs (booklets, pamphlets, charts)* *Consumer Information Catalogue* 	*1. Teacher-made test* *2. On-going evaluations of students as they learn to use unit pricing tags.* *3. Evaluation of student surveys, research presentations, discussion, and actual application during the supermarket visit.* *Sample test questions:* *1. What is unit pricing?* *2. Is unit pricing law in NJ?* *3. Where are the unit pricing tags located in the supermarket?*

Hammurabi's Code

Subject area competencies: Hammurabi's Code

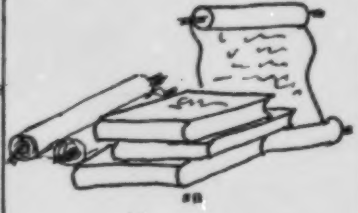
GOAL AREA Decision Making

SUBJECT Social Studies

GRADE 9

Basic skills: Reading, writing, comparison and contrast

Career development objective/indicator: 3.1A Is able to use decision making processes. Obtains adequate and relevant informtion for decisions.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Philosophy A. First set of written laws B. Uniform justice C. Regulated life D. Protected the individual E. State became dispenser of justice F. Modern law's basis G. Eye for an eye II. Specific laws A. Malpractice B. Negligence C. Victim compensation D. Marriage/divorce E. Minimum wage F. Consumer protection G. Interest rates	1. Students read segments of Hammurabi's Code. 2. Discuss why the Babylonians established this code. 3. Divide class in half to prepare for debate. AFFIRMATIVE: Hammurabi's Code provided an efficient and egalitarian system of justice. NEGATIVE: Habburabi's Code did not provide an efficient or egalitarian system of justice. (Students will work in their teams to determine their strategy.) 4. At home, students will prepare to "prove" or "disprove" their position by closely examining their copy of the code. 5. Schedule the debate. 6. The day after the debate, make a pro and con chart of Hammurabi's code, illustrating the points brought out in debate and any which were omitted.	"Hammurabi's Code," Bailkey, Nels M., Ed.. Readings in Ancient History. Lexington: D.C. Heath & Co., 1969. pp. 28-36. 	1. Debate 2. Essay in which the student must list three pros and three cons of Hammurabi's Code. 3. Test questions, such as: Which of the following is not true of Hammurabi's Code? a. State is the dispenser of justice. b. Philosophy of an eye for an eye c. Provides uniform justice for everyone d. Written down with specific punishments (See attached sheet)

CONTENT	*METHODS/ACTIVITIES*	*EVALUATION ITEMS*
H. Perjury/bribery *I. Personal injury* *III. Positive features* *A. Harsh punishments cut down recidivism* *B. Consumer protected* *C. Corruption discouraged* *D. Slavery only for debtors* *IV. Negative features* *A. Class discrimination* *B. Sex discrimination* *C. Little emphasis on premeditation* *D. Punishments too harsh* *E. Slavery accepted*	*7. Essay: Do you believe that Hammurabi's Code established an egalitarian and efficient system of justice? Why or why not?*	TEST Hammurabi's Code was the first written legal system. There are several positive and negative factors of this code. The statements that follow are all true. By using examples from the code or from your notes, prove these statements. 1. Women were considered inferior to men. 2. Hammurabi's law provided a form of malpractice protection for medical patients. 3. Hammurabi's law compensated victims for loss. 4. Hammurabi's law provided for negligence. 5. Hammurabi's law provided punishments according to class. 6. Hammurabi's Code accepted slavery and yet their system was more equitable than American slavery. 7. Hammurabi's Code had stipulations providing for cutting down on corruption in their legal system. 8. Hammurabi's Code was the first legal system which provided protection for the consumer. 9. Hammurabi's Code of Law was both a religious and political form of social control. 10. In Hammurabi's Code, the state, not the individual, became the dispenser of justice.

DECIDING

Subject area competencies: A process for decision making.

GOAL AREA Decision Making

SUBJECT Health

Basic skills: Thinking, writing

GRADE 7-9

Career development objective/indicator: 3.1A Is able to use decision making processes. Obtains adequate and relevant information for decisions.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
1. Finding a process for decision making that works for you makes finding solutions easier. 2. To be satisfied with a solution, it must be consistent with your personal values and goals or promote your interests and abilities. 3. A solution which satisfies someone else will not necessarily satisfy you.	1. Give out decision making charts to each student. 2. Each student will think of a decision which he/she must make now or in the future. Give suggestions such as: a. going to college or not b. moving away from home c. what kind of career to pursue 3. Have each student share his/her chart with another student.	DeSpelder and Prettyman, The Guidebook for Teaching Family Living, Boston, Allyn and Bacon, 1979 	Process the exercise by asking the following questions: 1. What did you find most difficult about this exercise? 2. How many feel satisfied with their solution? Why or why not?

DECISION-MAKING CHART

__Step 1__. State the problem to be solved in a few sentences.

__Step 2.__ Gather information about the problem. For example, how and why does it affect you? What are some of the feelings you get when you think about it?

__Step 3.__ List at least four possible solutions or alternatives.

1.
2.
3.
4.

__Step 4.__ List the positive and negative aspects of each alternative.

Positive	Negative
1.	1.
2.	2.
3.	3.
4.	4.

__Step 5.__ Describe the worst possible thing that can happen for each solution.

1.
2.
3.
4.

__Step 6.__ Compare all the alternatives and select the solution which seems best.

My solution is:

WHERE TO TURN

GOAL AREA Decision Making

SUBJECT Health

GRADE 7-9

Subject area competencies: Community resources to aid people with drinking problem and/or coping with drinking problems of someone else.

Basic skills: Alcohol education

Career development objective/indicator: 3.1A Is able to use decision making processes. Obtains adequate and relevant information for decisions.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. "Where to Turn" worksheet II. Discussion A. People or places one could turn for help for alcohol related problems. B. What each person or place provides III. Criteria used to select help IV. Group tasks V. Presentation of group situations followed by discussion and worksheet use. VI. How to locate and contact agencies. VIII. Objective quiz.	1. Ask class to suggest different places one might go for help for alcohol related problems. Discuss what each place or person could provide. 2. List on board what criteria might be used to select help. (E.g., a good listener, information is kept confidential, etc.) 3. Distribute worksheets to class. 4. Working in groups, have students write own situations to role play for the class. 5. Discuss possible places or people where one could go for help in each situation and mark appropriate columns on worksheet. Student circles one he/she would most likely choose individually. 6. Discuss how to contact people or agencies. Use telephone directory to locate some in neighborhood. 7. Administer short objective quiz.	"Where To Turn" worksheet Telephone directory 	Short Answer Test Sample question: Circle true or false: 1. Alateen is a branch of A.A. for teenagers who have an alcoholic in the family. T F

WHERE TO TURN

SITUATION	Friend	Parent	Teacher	Counselor	School Nurse	Church	Doctor	Comm. Alcohol Ctrs.	United Way Agencies	Yellow Pages	Treatment Center	Do Nothing	AA Alateen Al-anon	Other
1.														
2.														
3.														
4.														
5.														
6.														
7.														
8.														

Food vs Fuel

GOAL AREA Decision Making
SUBJECT Science
GRADE 7-9

Subject area competencies: Investigating an ocean issue.

Basic skills: Weighing alternatives and making decisions

Career development objective/indicator: 3.1A Is able to use decision making processes. Obtains adequate and relevant information for decisions.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I Presentation of Ocean Issue - "Food vs. Fuel" II. Researching the Issue III. Identification of groups having special interest in the issue. IV. Presentation of points of view of interest groups V. Decision making on possible course of action. VI. Evaluation.	1. Distribute sheet, "A Current Ocean Issue: Food vs. Fuel" and have students describe and discuss the issue (location, economic and social impact, environmental value, history, etc.) 2. Students may collect additional information from other sources. 3. Students identify individuals or groups affected by or interested in the issue (fisherman, tourist industry, oil companies, etc.) 4. Divide class into 4 or 5 groups, each to represent the point of view of one of the interest groups previously identified. An additional group is selected to be the decision making body and not part of an interest group. 5. Each group analyzes the issue as it affects its point of view and decides on course of action, preparing the group's position. 6. Decision making group develops criteria to evaluate each interest group's proposal.	Sheet: "A Current Ocean Issue: Food vs Fuel" "Trade Off for Energy" Newsweek, 12/31/79 "Georges Bank: Fish or Fuel?" Time Magazine, Nov. 26, 1979. "Environmentalists Still Fight Georges Bank Hunt" Oil and Gas Journal, Oct, 1979. "The Looming Oil Bottle Off the East Coast," Business Week, 4/27/74	Rank the following, with 1 the highest. Which interest group gained the most? _____fishermen _____oil companies. _____lawmakers _____environmentalists How did you feel about your participation as an individual? Check one: _____excellent _____good _____fair _____ poor

CONTENT	*METHODS/ACTIVITIES*
	7. Each group role plays its position as a simulated meeting with the decision making body. *8. Proposals are discussed and evaluated and a decision on the best course of action is reached by student vote through the consensus of the decision making body.* *9. Discuss the process. Consider which interest group is happy with decision, what compromises were made, what impact the decision will have on each of the special interest groups, what factors had most influence on decision, and what was learned about the decision making process.* *10. Evaluate the process using questions in which students rank order or check their responses.*

A Current Ocean Issue: Food Vs. Fuel

Offshore drilling for petroleum on the Outer Continental Shelf is an ocean issue worthy of investigation. The controversy over Georges Bank, an area 20,000 square miles in size, located off the coast of New England, provides a classic study of debate between the environment, and energy and economics.

Background Information

Georges Bank is one of the world's richest fishing grounds providing one sixth of the world's catch. For the past 350 years, fishermen have been harvesting fish and shellfish from Georges Bank, including cod, haddock, lobsters, scallops, and swordfish.

Georges Bank is also possible rich in other resource: petroleum. Estimates indicate that the seabeds of Georges Bank may contain valuable oil and gas deposits. That potential has put Georges Bank at the center of a "Food or Fuel" controversy.

Fishermen fear the potential harm of an oil spill and the risks of disturbing spawning grounds. The tourist industry shares their concerns. Oil companies maintain that the risks are low and that offshore production is the most environmentally sound way of increasing domestic oil supplies. In addition, the jobs provided at onshore bases (e.g. refineries, storage and warehouse facilities, office space, etc.) and offshore sites are strong incentives for drilling.

The bottle over Georges Bank has been through state legislature, Congress, Departments of the Interior and Commerce, the Supreme Court, and the White House. Finally, in December, 1979, the federal government, which regulates use of resources on the Outer Continental Shelf, leased tracts of Georges Bank to oil companies for exploration and drilling, but the controversy continues.

What do you consider the best future for Georges Bank? Study the issue and make your own decision. Your decision may or may not be the same as the federal government decision.

Telephone Book Search

Subject area competencies: *Using a phone book*

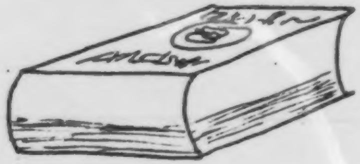
GOAL AREA Decision Making Skills

SUBJECT Language Arts

GRADE 9

Basic skills: *Locating information, following directions, categorizing sub-topics under general headings*

Career development objective/indicator: *3.1A Obtains adequate and relevant information for decisions.*

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Locating information in phone book II. Locating specific information by accurately locating specific items in the yellow pages III. Categorizing specific topics under general headings	1. Introduce phone book format, comparing white pages to dictionary and yellow pages to encyclopedia. 2. Students look up the number of local post office. (They may need to be informed that this federal agency will be found under United States Government.) 3. Have students find number of Coast Guard Reserve, New Jersey Motor Vehicle Department. Discuss differences between state and federal agencies and what services would be found under each. 4. Students find number of their school. Discuss which agencies are listed under the city, town, or township name. 5. Describe format of yellow pages and ask students to find various numbers. E.g., nearest Chevrolet dealer, authorized Sunbeam repair service, burglar alarm systems. Stress categorizing institutional numbers into Federal, State, and Local categories. 6. Prepare worksheets, one for white pages, one for yellow pages to have students find numbers appropriate to area.	1. Cherry Hill Study Skills Program, Course C Published by The State of N.J. Revisions under Federal Project Title III, #75-225, Cherry Hill, N.J. 1977 2. Telephone directories	Students complete a White Pages Worksheet and a Yellow Pages Worksheet with at least 80% accuracy. (See pp. 129-130, Teacher's Edition, Cherry Hill Skills Series.) 

BRAINSTORMING

GOAL AREA Decision Making

SUBJECT Health

GRADE 7-8

Subject area competencies: Decision making skills

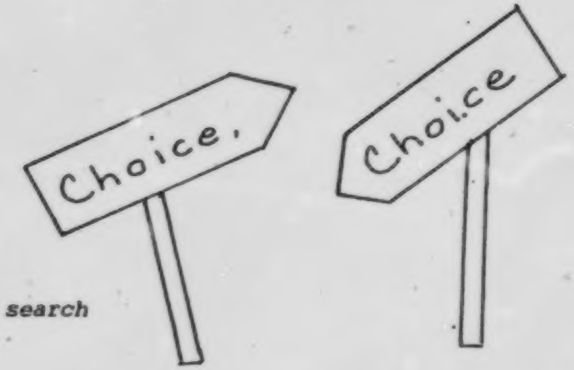
Basic skills: Creative thinking, reasoning, writing, speaking

Career development objective/indicator: 3.1B Is able to use decision making processes. Identifies ways to increase options and reduce risks.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Problem solving steps A. Determine real problem B. Brainstorm 1. Think of all possible solutions 2. More than one person is helpful 3. No idea is wrong. C. Evaluate all solutions 1. Possible outcomes of each 2. Do not choose or eliminate solution out of habit. 3. Rank order remaining solutions	1. Teacher-led discussion on problem solving. Why this method is helpful. 2. To practice brainstorming, teacher will present several unusual problems to encourage creative thinking. Example: You are driving down a deserted highway in a truck containing 2,000 lbs. of marshmallows. It has been raining and mud slides have occurred, closing the road. The truck becomes stuck in the mud. Just before your C.B. goes on the blink, you hear that the road is closed in both directions and no one can get through. Rescue people think all drivers have been rescued. Using your cargo of marshmallows, get yourself rescued. 3. Using the entire problem solving method, students will work on "real" problems. Good problems to use come from school situations. Example: a) How to stop vandalism; b) How to stop smoking in the bathrooms. 4. Students view filmstrip, Life Goals: Setting Personal Priorities. Discuss and write reaction paper.	Richmond, Julius B. et al. Health and Growth, Book 8 Glenview, Ill: Scott, Foresman, 1972. Problem solving ditto Filmstrip: Life Goals: Setting Personal Priorities. Part 1, Values 2., Establishing Objectives 3.,Risks and Strategies Sunburst Communications	1. Teacher observation of class discussion 2. Student will use brainstorming method to construct a list of solutions to a problem. The student will then evaluate the solutions and choose the soluttion with the least risk. The student will be able to defend that solution to his classmates.

Content (continued)

D. Select a solution.
E. Try a solution.
F. Assess the outcome.
G. Am I satisfied?
  1. If not, select another solution and try steps E-G again.



Subject area competencies: Guidance/job search

Basic skills: Reading

GOAL AREA Decision Making

SUBJECT Guidance

GRADE 7-9

Career development objective/indicator: 3.1B Is able to use decision making process. Identifies ways to increase options and reduce risk.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Role of decision making when planning for future career. A. Education B. Life style C. Mobility II. Establishing priorities A. Finance B. Security C. Independence D. Service E. Status F. Benefits III. Resources A. Career room B. Teachers/counselors C. Parents D. Community	1. Each student lists ways one could support oneself if he/she was forced to leave school in 11th grade, keeping in mind present course of study. 2. Using Classified Section and the above list, select three or four available jobs. 3. Group discussion on self-evaluation vs. job availability. 4. Group discusses considerations to keep in mind when completely self-supporting. 5. Individual listing of priorities. Salaries, benefits, etc. 6. Using the want ads, select one and investigate necessary requirements for gainful employment. 7. Review present subjects with career goal in mind.	Classified section of newspaper Career Resource Material - Encyclopedia of Careers - Occu-File - Occupational File of Facts - SRA Career Info.	Student to explain how realistic self-support lists are. Student to be able to write his/her qualifications for a particular job and what course of study would be best to reach his/her goals. Re-evaluate selection of course and outline a tentative schedule for next three years.

Trial & ERRROR

Subject area competencies: *Making observations, drawing conclusions*

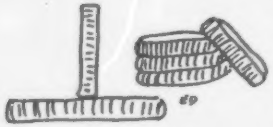
GOAL AREA *Decision Making*

SUBJECT *Science*

Basic skills: *Reading, writing, interpreting*

GRADE *7-8*

Career development objective/indicator: *3.1B Students will identify ways to increase options and reduce risks through trial and error procedure.*

CONTENT	*METHODS/ACTIVITIES*	*RESOURCES*	*EVALUATION ITEMS*
I. Search for solutions *A. Trial and error* *II. Problem solving* *A. Organize* *B. Plan* *C. Order priorities* *D. Determining which criteria to use* *III. Failure - Positive information* *A. Eliminates alternatives* *IV. Improving ideas* *A. Trying* *B. Learning* *C. Revising*	*All or some of the activities below can be used to have students come to their own understanding of the trial and error process of problem solving.* *1. Balance a dime on the face of a quarter.* *2. Blindfolded, find way to water fountain.* *3. Write a limerick.* *4. Without looking, feel how many quarters, dimes, nickels and pennies you have.* *5. Solve a maze.* *6. Figure out a rebus.* *7. Pick up a penny using two soda straws.* *9. Ask questions of students, such as: "How would you build a raft?" "Have you ever built something from junk?" "What skills are needed to water ski?"* *10. Students discuss incidents from own experiences which exemplify trial and error. Some possible situations (this may also be a written exercise):* *a. Cooking without a recipe.* *b. Cooking a medium rare hamburger.* *c. Matching a blouse to a skirt you left at home.* *d. Undoing a puzzle ring.*	*The Search For Solutions Movie Series:* *Trial and Error* *The Search for Solutions, Booking Center, 708 3rd Avenue, N.Y. 10017* 	*Students will identify ways to increase options and reduce risks.* *1: Formulate laboratory report that includes title, purpose, materials, observations, data charts, conclusions. Students make own color charts and see how many trials it takes to arrive at predetermined shade. e.g., Trial #1 to find lime green: 3 drops blue, 2 drops yellow - results: blue green. Trial #2: 2 drops blue, 2 drops yellow - results: green. Trial #3: 6 drops yellow 1 drop green (from trial 2) - results: lime green.* *2. Show film: Trial and Error. Discuss. Ask questions such as: "Is trial and error a positive approach to solving a problem?" "How can trial and error be a positive or negative approach in determining a career?"*

Interiors

Subject area competencies: Art, interior design

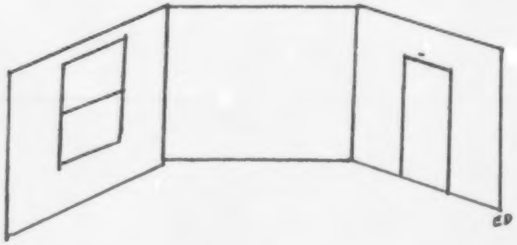
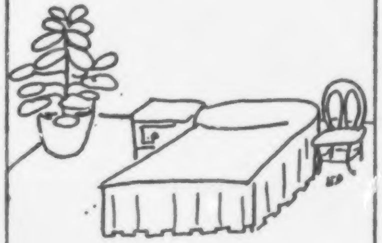
GOAL AREA Decision Making

SUBJECT Art

GRADE 9

Basic skills: Drawing, color and design

Career development objective/indicator: 3.2A Relates personal values, abilities and interests to decision making.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Identification of situations in which decisions are made A. Spending money B. Career choice C. Leisure time D. Hobbies II. Factors which influence decisions A. Personal interests B. Authority (e.g. designers) III. Decision making necessary in designing a room A. Color B. Furniture C. Lighting D. Accessories E. Background F. History	1. Show students examples of interior design from slides, books, magazines. 2. Students visit large interior design studio to view rooms designed by professionals. 3. Students tour "Mansion in May" (watch NY Times for ads). 4. Students create layout of room design appropriate for a particular personality, life style and locale, applying all technical skills and knowledge of interior design which will include color, floor plan, furniture period, personality profile, lighting and accessories. 	1. New York Times home section (Wednesdays) 2. Bloomingdale's Book of Interior Design. Barbara D. Arcy, Harper and Row, 1973 3. Suburban Furniture Design Studio, Succasunna, N.J. 4. Architectural Digest, Knapp Press. 	1. Teacher evaluation of student projects. a. Understands types of situations in which decisions are made 2. Class evaluation of individualized projects a. Types of situations in which decisions are made i. color ii. style iii. furniture design iv. furniture period v. lighting and accessories vi. layout techniques

CAREER CHANGE

GOAL AREA Decision Making

SUBJECT Math

GRADE 8

Subject area competencies: Ability to make simple decisions

Basic skills: Reading, research

Career development objective/indicator: 3.3A Adapts decisions to changing circumstances. Indicates how some career decisions may change.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
Reasons for Career Change I. Personal A. Health B. Marital status C. Family size D. Death in family II. Social A. War B. Relocation C. Different life style III. Economic A. Inflation B. Elimination of an income IV. Technological A. Elimination of a career B. Influence of computer	1. Use a current newspaper to find an article relating to all items listed under content; i.e., auto accident article - loss of hand. 2. Determine, if possible, the employment of the person in the article. If not indicated, have class assign a career to the person, i.e., nurse. 3. Research the occupations in a current Occupational Outlook Handbook and find possible alternative careers, i.e., medical research, professor, etc.	Several copies of two different newspapers Occupational Outlook Handbook	1. Student will be able to list at least two alternatives for each career change. One will be in a math related employment opportunity area, i.e., medical research and medical computer programmer. 2. Students will make individual scrap books of news articles and list one alternative math career selection for each article. 3. Students will be able to list reason for career change.

Alternatives

GOAL AREA Decision Making

SUBJECT Health

GRADE 7-9

Subject area competencies: Dealing with unplanned pregnancy

Basic skills: Decision making, writing

Career development objective/indicator: 3.4A Assumes responsibility for decisions made. Describes and discusses short term and long range consequences of decisions.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Alternatives for unplanned pregnancy A. Adoption 1. Home for unwed mothers 2. Private agency B. Keep child 1. marriage/premarital counseling 2. single parenthood - custody and financial responsibility C. Abortion 1. Uterine aspiration 2. D & C 3. Saline injection	1. Students are divided into small, coed groups and brainstorm all alternatives to unplanned pregnancy. List pros and cons of each. 2. Choices will then be listed on board and discussion will follow expounding pros and cons of each choice. 3. Possible discussion questions: a. What are the physical and mental side effects of abortion? b. When are abortions unsafe? c. What abortion methods are currently used? d. What is the abortion law in this state? e. What are the adoption laws in this state? Where does one go for information on adoption and homes? f. With whom does financial responsibility lie in single parenthood? g. What percentage of teenage marriages do you think are successful?	Adoption laws; abortion laws Assortment of Family Life texts Periodicals Speakers, such as: doctor, lawyer, mother, marriage counselor, psychologist, clergyman, adoption agency representative, social worker 	Each student will write a response to the following situation: A. Your best friend and his/her boy/girlfriend have come to you asking your advice. She is pregnant and they are concerned about what to do. What questions might you ask them in order to learn more about their situation? What options and facts would you present to them in an unbiased way so that they can weigh the pros and cos and come up with a decision on their own? What are the possible long range consequences? Short term consequences? B. This situation may be role played as a follow up activity.

Alternatives (continued)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
II. Short term consequences A. Feelings of 1. Biological father 2. Mother to be 3. Parents 4. Friends B. Decisions 1. Schooling 2. Working II. Long term consequences A. Psychological B. Emotional C. Education D. Social E. Spiritual F. Other	h. What are some common problems encountered by teenage married couples raising a child? 4. Students read at least three articles on the topic and summarize. Comment on any change of thought since reading the articles. 5. Ask a speaker or two to discuss these issues with students.		

Influences

Subject area competencies: Understands some problems in decision making

Basic skills: Communications

Career development objective/indicator: 3.5A Recognizes factors that influence career choice.

GOAL AREA Decision Making

SUBJECT Introduction to Vocations

GRADE 9

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Review decision making process II. Difficulties in decision making A. Conflict B. Risk C. Objectivity and subjectivity D. Processing information E. Personal characteristics F. Sequence of decisions III. Factors that influence career choice.	1. Review the decision making process: a. investigate and analyze problem; b. consider possible solutions c. evaluate solutions d. decide on one and act on it e. evaluate 2. Discuss problems that can arise in the solution of problems: a. ranking of information b. past experiences c. personal needs and desires d. effect on long range goals e. risk of success or failure f. opinions and influence of adults and friends g. objectivity in considering alternatives 3. Factors that can influence career choice: employment potential, salary, advancement, peer influence, educational requirements, ability, interests, working conditions.	Discussion	Students will be able to explain the steps in the decision making process. Students will be aware of factors which influence decision making. Students will be able to name some problems that can arise in the decision making process. Discussion on topic: What major career decision will you have to make in the next five years? What will influence you in making these decisions?

FLOW CHART

Subject area competencies: *Preparing a basic flow chart*

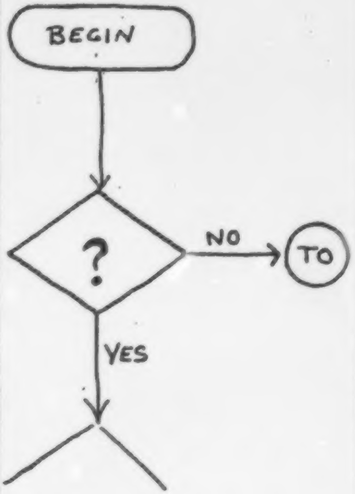
GOAL AREA Decision Making

SUBJECT Business Education

GRADE 7-9

Basic skills: *Reasoning ability, reading, writing*

Career development objective/indicator: *3.6B Demonstrates decision making skills needed in preferred occupations*

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Acceptable flow-charting symbols and their uses* II. Flowcharting principles* III. The proper method of achieving a goal. A. Formulate goal B. Write all possible statements to achieve that goal* *See attached sheet	1. Discuss flowcharting and how they help solve problems by showing a logical way of achieving goals by logical steps. 2. Discuss (when all activities are completed) how this same process can be used to make career decisions. 3. Have the students choose a goal and list the steps in achieving that goal. 4. Have students prepare a goal statement dealing with reaching or obtaining a preferred occupation, then the progressive steps to obtain this goal. Finally, using the flowchart symbols, prepare a logic flowchart for reaching this goal.	IBM Flowchart template with cover 	Students will match flowchart symbols with name and use. Students will parepare a simple logic flowchart for a given goal statement dealing with obtaining a job past the entry-level state.

I. Accepted flowcharting symbols and their uses.

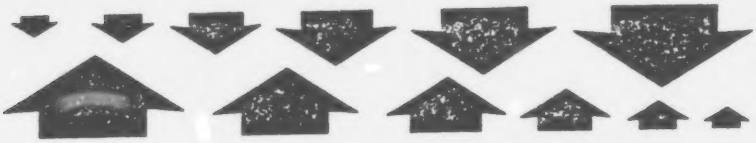
   A. Process
   B. Input/output
   C. Document
   D. Manual operation
   E. Communication link
   F. Preparation
   G. Decision
   H. Connector
   I. Display
   J. Magnetic tape
   K. Auxillary operation
   L. Arrowheads
   M. Manual input
   N. Terminal interruption
   O. Punch card, deck, file
   P. Punched tape
   Q. Online storage
   R. Keying

II. Flowcharting principles.

   A. Logical step-by-step approach
   B. Use of flowchart forms
   C. Use of template

III. Decision making

   A. Goal statements
   B. Logical steps from beginning to end
   C. Use of decison statements



Doctor,Lawyer,Indian Chief

Subject area competencies: Decision making. Given a skill or activity, match it with possible future employment.

Basic skills: Interrelationships among ideas, predict outcomes, draw conclusions

Career development objective/indicator: 3.7A Describes how personal activities impact on short term and long range goals.

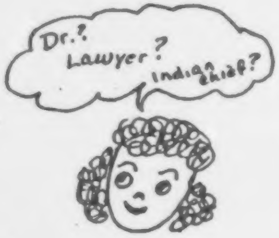
GOAL AREA Decision Making

SUBJECT Language Arts

GRADE 7-9

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Long range careers and occupations II. Short term decisions and activities	1. Teacher relates how interests, as well as education, prepares one for a career, and cites how a personal interest (e.g., drawing) helps with teaching. Discuss ways drawing as well as other interests can help a teacher. 2. Make four large signs, each with a possible future profession written on it; e.g., recreation director, forest ranger, bookkeeper, police officer. Hang signs on wall. 3. Make smaller signs, one for each student, naming activities a student might be interested in now which may have later career implications. (E.g., good in math, likes animals, plays in band, cooks, enjoys being alone, good handwriting, neat, gardens.) Hand signs out randomly. 4. Students (2 at a time) match the activity on their sign with one of the four careers on the big sign and stand by the future career they choose.	Four 6 x 18 signs Small 4 x 12 signs, one for each student Paper, pencils Speakers (people currently employed in the four jobs used in class activity). 	Students write their responses to the following questions: 1. List 2 or 3 things you enjoy doing now. How many career choices can you think of which could make use of your current interests or talents? List at least three and tell why you might be interested in them. 2. How do the things you enjoy doing now help you in other activities? I.e., Does being in Boy Scouts help you in school? Does being in the school band help you at home? 3. How can the skills or activities you do well or enjoy doing help you in the future in your personal life? I.e., can playing golf be something you might continue as an adult even if you don't become a professional golfer?

Doctor, Lawyer, Indian Chief (continued)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
	5. Randomly call for volunteers from the different career choices to tell how his/her activity might help in that career choice. Do others agree? Would this activity fit with any other career choice? 6. Student sits down after his/her presentation and the process continues until each student has had a chance to discuss his/her activity. 7. Give the evaluation item (written activity) as a closing activity. 8. Interview people who are presently engaged in the jobs (careers) used in class to determine accuracy of assumptions developed in class.	 Dr.? Lawyer? Indian chief?	

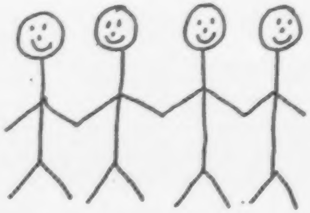
GROUP DECISIONS

Subject area competencies: Method usage, appropriate to any subject area.

Basic skills: Reading, comprehension

Career development objective/indicator: 3.8B Describes ways in which group processes contribute or impede decision making.

GOAL AREA Decision Making
SUBJECT Science
GRADE 8

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Working in a group A. Group selection 1. Teacher imposed 2. Student selected B. Group rules 1. Discussion limits 2. Noise level 3. Decision making 4. Role selection	1. Students given questions to answer independently (related to subject area). 2. Students then break into groups and select best answers to questions. 3. Groups may be teacher imposed or student selected. 4. Set rules for group work: time limit (about 2 min. per question); noise level must be kept at appropriate level; students decide how to determine what is "correct" answer. 5. Select secretary for group. Leader will surface without pre-selection. 6. Students answer evaluation questions independently.	Any ten or more comprehension and/or discussion questions pertaining to subject area. 	Collect individual papers and correct. Collect "group work" for comparison. Have students respond to following questions: 1. Was it beneficial to do the questions in a group? Why or why not? 2. Did everyone in the group work on the questions? 3. Who was the "leader" of your group? 4. Is there any way the group work could have been improved or made more efficient? If so, how?

Making Laws

Subject area competencies: *Forming committees, presenting reports, writing proposals*

GOAL AREA *Decision Making*

SUBJECT *Social Studies*

GRADE *8*

Basic skills: *Speaking, listening, making judgements, reaching conclusions*

Career development objective/indicator: *3.8B Demonstrates ability to participate in group decision making and describe ways in which group processes contributes to or impedes decision making.*

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Processes in passing bills in Congress A. Committee reports B. Discussion/debate C. Majority vote II. Student list of desired school programs. III. Formulation of committees. A. Written proposals B. Reports IV. Presentation of Committee reports. V. Passage of proposals by student vote	1. List on board and discuss steps a bill follows to become law. Emphasize importance of group decision making, the majority vote, committees, and debates. 2. Students list items they would like to initiate, change, improve, etc. in their school program. (E.g., student lounge, free admission to school dances, etc.) 3. Students volunteer to serve on committees to report on items they support. Committee members write proposal, read it to class members and discuss/debate reasons the group shoud support "bill." 4. Class decides which proposal they will support by voting on each. Majority vote needed to pass proposal on to the Student Council. 5. Discuss how group decisions relate to improvements or changes. 6. Find news articles depicting steps or problems of legislators in making laws. 7. Research ways in which individuals can influence legislation at any step in the process.	Appropriate Civics text, such as: The Presidency, Congress and the Supreme Court; Scholastic Book Services, 1977 Newspaper articles 	Students participate in group decision making process by identifying improvements to initiate in their school program. They will decide through committee presentations, discussions, and majority vote which of their proposals (bills) should be passed onto their Student Council. 1. Teacher observation of student participation and involvement in activity. 2. Teacher evaluation of written and oral committee reports. Problem: If you wanted to change a rule or start a new club in your school, what should you do?

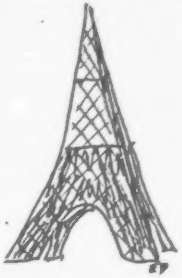
FRANCE

GOAL AREA Decision Making
SUBJECT Foreign Language
GRADE 9

Subject area competencies: Geography of France

Basic skills: Speaking, reading, writing

Career development objective/indicator: 3.8B Describes ways in which group processes impede or contribute to decisions.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Geography of France A. Provinces 1. Climate 2. Location 3. Major industries 4. Important/ famous sites 5. Dialect	1. Teacher divides class into groups of 3 or 4 to prepare an oral presentation on the major regions of France. 2. Students prepare rough outline of the report and divide up tasks. 3. Students then discuss information they have researched. 4. Teacher spends time with each group to see that responsibilities are divided among all members of group and that members understand what is expected. 5. Groups present oral report, with each group member participating. 6. In English, each student will answer objective questions concerning working as a member of a group.	Encyclopedia Textbooks: Le Francais A Vivre and Le Francais A Decouvrir, McGraw Hill Magazines Newspapers Supplemental texts 	1. Quality of report: organization, research, oral presentation, written and spoken grammar. 2. Answers to following objective questions (put on worksheet): 1) Did you enjoy working in a group of varied abilities? Why or why not? 2) How well do you feel your group worked as a group? 3) Do you feel that everyone played an equally active role in preparing the report? 4) Do you find any advantages to working in a group? Disadvantage? 5) Would you prefer to work alone or in a group? Why? 3. Feedback form or self evaluation identifying kind and extent of participation by each group member.

There Oughta Be a Law

GOAL AREA Decision Making

SUBJECT English

GRADE 9

Subject area competencies: Role playing and interaction

Basic skills: Speech, discussion, decision making

Career development objective/indicator: 3.8B Describes ways in which group processes contribute to or impede decisions.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Supreme Court Decisions A. Miranda vs Arizona B. Murray vs Corbett, Md. C. Gideon vs Wainright D. Gault vs Arizona E. Feiner vs N.Y. F. Brown vs Topeka Board of Ed. G. Baake vs Davis U. II. Decision making process A. Identify problem B. Examine situation C. List alternative solution D. List consequences E. Select best alternative F. Evaluate	1. Assign roles of lawyers, witnesses, defendents, Supreme Court justices. 2. Research cases. 3. Develop opening address, stating salient points. 4. Develop a line of questioning for examination and cross- examination. 5. Develop effective closing summation. 6. Discuss decision making process. 7. Discuss how decision making is part of everyday life. 8. Present Supreme Court cases in role playing situation. 9. Present decisions by Supreme Court. 10. Assess role playing as to strengths and weaknesses.	Leading Constitutional Cases on Criminal Justice Weinreb, L. The Law, The Supreme Court, and the People's Rights Leading Constitutional Decisions, Robt. Cushman 	Student/teacher evaluation of case presented: a. role playing b. material researched Test on cases Quiz on elements involved in decision making process.

TAXE$

Subject area competencies: *Kinds of taxes, role playing, interaction*

GOAL AREA *Decision Making*

SUBJECT *Language Arts/ Social Studies*

Basic skills: *Computation, speech/ discussion, decision making*

GRADE *9*

Career development objective/indicator: *3.8B Describes how group processes can contribute to or impede decisions.*

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Kinds of taxes. II. Crisis in community A. Increased revenue by 20% B. Taxes to raise money III. Decision making process A. Identify problem B. Examine situation C. List all solutions	1. Discuss purpose of taxes and kinds of taxes: income, property, per capita, fuel, sales, real property, capital gains, inheritance, surtax, luxury, transfer, estate. 2. Discuss crisis situation in the community. 3.Develop efficience and fainess continuum for four major taxes. 4. Divide class into eight economic classes. 5. Select, by secret ballot, five members for Town Council. 6. Meet in groups to ascertain a tax plan which is best for group's personal interest. 7. Apply efficient/fairness continuum. 8. Present plan to Town Council. Follow simple parliamentary procedure. 9. Decide final action by Town Council 10. Discuss effectiveness of group decision making.	Taxes, David Rosser Interact Co., Box 262, Lakeside, CA 92040	1. Student/teacher evaluation of material presented: role playing; speech making. 2. Quiz on elements involved in decision making process. 3. Written multiple choice test on taxation. 4. List factors that helped or hindered groups.

$$$

WORK HABITS & ATTITUDES 4

4.1 Demonstrates initiative and independence.

A. Engages in activities independently.

1. Use independent study and individualized instruction. Discuss with students their ability to work independently.

2. Use alternative forms of tests, assignments, or other student activities to encourage independent thinking and independent activity. This is most effective when used intermittently with opportunity for feedback and discussion.

3. Assign a block of assignments or activities to be accomplished over a specific period of time (up to one month). Have the students complete individual work plans including individual goals. Contract with the teacher when each assignment will be due and when each goal will be evaluated. This is especially useful in laboratory subjects.

4. Assign classroom management tasks to students, expect them to use initiative in carrying them out, evaluate after one, three or four week periods.

5. Provide instruction in proofreading. Expect students to proofread all work prior to submitting it. Reward "found" errors on papers submitted.

6. Instruct students on use of the library.

B. Identifies tasks requiring independent activity; identifies self management skills.

1. Students study the word "independent."

   a. Define it.
   b. For interest, see how many other words can be made from it. (four letters or more)
   c. Survey parents and employers to determine how different people view or value independence.
   d. Class lists situations in which independent behavior is expected or is an asset to a person.

e. Collect symbols (in pictures or drawings) that suggest independence, such as the American flag, liberty bell, car keys, 18, dollar bills, etc.

f. Compare concepts of dependent, interdependent, independent. Indicate positive situations for each: workers in teams depend on one another; workers in the community are interdependent; even people on a team exercise independence by doing their own part well without being told.

❖ 2. Music, "Building Skills" p.114

❖ 3. Earth science, "Rocks" p.115

4.2 Exhibits positive work attitudes.

A. Identifies ways in which occupations, jobs and work situations can be personally satisfying.

❖ 1. Science or health, "I Like My Job." p.116

2. Following work on special projects, students discuss personal satisfaction derived from the activity. Discuss positive aspects of working.

B. Demonstrates responsibility for personal behavior.

1. Use scenarios about student life collected from students on note cards or observed and recorded by the teacher and have students indicate whether individuals within each situation acted responsibly or irresponsibly. Discuss consequences.

2. Use training or discipline methods in the classroom that require constructive activity or making amends.

C. Identifies skills needed in coping in stressful situations.

1. Ask students to write a paragraph describing their most stressful situation. Keep the description anonymous. Then discuss and role play alternative ways to cope with the situation. Consider consequences.

2. Discuss ways to improve performance on tests while at the same time reducing stress.

3. Identify situations in occupations that cause stress. Students make a list of "high stress" occupations. Interview someone in such an occupation to find out how they cope with stress.

4. Students identify one school task that causes them stress (individually), such as solving word problems in math, using fractions, speaking before a group, etc. Each student work on a plan for reducing stress in that activity. With the help of the teacher and other students, set goals and monitor stress levels over the year.

❖ 5. Language arts, "Speaking Out" p.117

4.3 Understands the nature of work.

A. Compares present day work attitudes with former attitudes.

❖ 1. Language arts, "Working" p.118

2. In social studies, consider the work expected of children the students' ages in different eras and cultures such as, pioneers, Indians, pilgrims, mid-1800's when use of child labor became an issue. Look up biographies or autobiographies to determine the kinds of work famous or successful people did as they were growing up. Examples: Thomas Edison, Abraham Lincoln, Edgar Allan Poe, Mark Twain. Read fictitious stories such as Oliver Twist, Huckleberry Finn that depict the work life of children. Discuss.

❖ 3. Social studies, "Then and Now" p.119
❖ 4. Social studies, "All in a Day's Work" p.120

B. Respects the work of people in all kinds of employment.

1. Invite four people to speak with the class, representing four unrelated fields. Divide the class into four groups and allow ten minutes per speaker for each group. Have students ask each speaker questions about their work,including why they work. After the speakers have finished, each group should compile a list of reasons people work from the information gained from the speakers. Next day, groups compare their lists and compile one list for a bulletin board or display. Encourage students to ask their parents the same questions.

❖ 2. Language arts, "Novels in the News p.112

3. Make a list of as many community workers that students can think of. Then discuss what happens if any one worker is not functioning.

4. Visit a local hospital and identify the range of levels that workers represent. Discuss the importance of workers in the laundry compared to the importance of chief surgeons. Conclusion: all are needed.

4.4 Plans and completes tasks efficiently and thoroughly.

A. Uses planning skills to increase efficiency in carrying out tasks.

1. Home economics. Have students prepare a product, e.g. a quick bread or brownies. Following the lesson, set goals for preparing the product in a shorter period of time. Repeat the preparation. Note how planning reduces wasted steps and time.

2. In language arts have students write a paragraph or two on a specific subject. Afterward, have the students outline the topic and then write another paragraph or two according to the outline. Note how outlining improves the composition.

3. Science and math. Plan laboratory experiments, set up graphs and tables, plan format of reports before collecting data.
4. ❖ Mathematics, "$X = \frac{-b\pm\sqrt{b-4ac}}{2a}$" p.123
5. ❖ Music, "Practice Makes Perfect" p.124
6. ❖ Social studies, "Discovering History" p.125
7. Students plan for a trip, social event or other activity. Discuss the importance of planning.
8. ❖ Art, "3-D" and "Etching" p.127, 128
9. ❖ Language arts, "SQ3R" p.129
10. ❖ Foreign language, "Travel Agent" p.130

B. Demonstrates self discipline in completing tasks.

1. ❖ Language arts, "Planning" p.151
2. ❖ Auto mechanics, "Tune-up" p.132

4.5 Uses health and safety habits.

A. Recognizes the implications of good health on careers.

1. ❖ Music, "Keep It Clean" p.133

2. All courses. Provided safety instruction in all disciplines, particularly laboratory courses.

3. ❖ Science, health, home economics, "Eat Well, Perform Well" p.134

4. Make a bulletin board using a collection of news articles concerning accidents of workers. Discuss prevention.

5. In psychology or health or family living discuss the roles of exercise and adequate rest in performance on the job.

B. Explores safety aspects of jobs.

1. Investigate safety precautions used by a number of workers on their jobs.

❖ 2. Health, art, language arts, "Safety on Jobs A-Z" p.135

3. Have someone from the local ambulance squad discuss safety at home and on the job.

4.6 Practices positive work habits.

A. Describes and practices ethical standards as they relate to careers.

1. Different careers require special ethical standards. Have students discuss the ethics expected of the following workers:
a. doctor
b. chemist
c. secretary
d. bank teller
e. police officer
f. teacher
g. computer analyst
h. researcher
i. custodian
Discuss the importance of ethics.

2. Obtain speakers who are employers. Ask them to discuss the importance of ethics, dependability and punctuality of workers.

B. Practices dependability and punctuality.

1. Give students specific tasks to be done. If class work depends on the completion of the task, the student can see the effects of prompt and dependable action.

2. Students keep a log of time scheduled and add up actual minutes lost by lateness or failure to adhere to the schedule. Discuss.

3. List jobs that require precise time schedules: airlines, newspapers, publishers, hospital workers, etc.

4.7 Understands and respects worker roles, including the role of supervisors.

A. Explores careers in terms of worker roles and levels, understands management functions.

1. In classes, simulate a three level system of management; for example, teacher → student manager → team leaders → teams. Have students rotate responsibilities periodically.

2. Social studies. Study the role of supervisors and management in the production of goods and services.

3. Provide group activities without assigning leaders. As leaders emerge, discuss the phenomenon of the need of a group for a leader.

4. Appoint "supervisors" among students. After a period of time, have students rate their "supervisors" and have the "supervisors" rate their subordinates. Students may develop rating criteria.

◆ 5. Industrial arts, "Model Homes" p.136

6. Visit a newspaper, hospital or other business or service organization where jobs exist at many levels. Have students note the order of control (who supervises whom). Study the military in terms of ranks represented. Discuss reasons for levels.

7. In science class, introduce steps of scientific method. Put steps on board with a definition or explaination for each step. Stress factor of following directions exactly when performing procedures and importance of giving exact directions when writing procedures. Tell students they are to play a listening and following directions game. Students are to follow oral directions exactly, doing nothing that isn't specified. Teacher will begin game by giving two examples: "Joan, stand up." (indicate that Joan followed directions well). "John, walk to the door and open it." (John must say he cannot comply because he cannot "walk" without first "standing" or, if he attempts to follow directions, he will be told that something was missing in original directions. Students receive points for successfully completing tasks and each task becomes increasingly more complex by adding at least one extra direction per task.

❖ 8. Social studies, "The Bureaucracy" p.138

B. Recognizes ways to deal with negative work situations.

1. Discuss work situations such as the following:

    a. You observe a fellow employee stealing something of considerable value that belongs to the company.
    b. You are in an office where one person is constantly doing favors for the boss, buttering him/her up.
    c. You are in an office where one person constantly talks about fellow employees behind their backs.
    d. You are working in a factory and the employee next to you always complains about his/her working conditions but never does anything about it.
    e. You are in a job where one person always has an excuse to get out of work, and the rest of you have to work harder to make up for it.
    f. A co-worker refuses to "chip in" money for a gift, flowers, etc., when another worker has a birthday, wedding, death in the family, etc.
    g. A person with whom you work closely asks you to cover for them when they sneak out early without permission.
    h. Your closest co-worker gets promoted over you even though you know you should have been the one to get the job.
    i. You discuss an idea with a friend and they go to the boss with your idea and claim it as their own.

C. Explores work in terms of interpersonal skills required.

1. List a number of jobs of different categories such as:
    police officer
    secretary
    sales person
    forest ranger
    fire fighter
    doctor
    computer analyst
    keypunch operator
    laboratory technician
    photographer

    Discuss the kind of interpersonal skills required by these jobs and the probable frequency of personal contacts expected by these workers.

❖ 2. Social studies, "Assembly Line" p.137

BUILDING SKILLS

Subject area competencies: *Instrumental or vocal performance*

GOAL AREA *Work Habits and Attitudes*

SUBJECT *Music*

GRADE *7-9*

Basic skills: *Self knowledge*

Career development objective/indicator: *4.1B Demonstrate initiative and independence. Identifies tasks which require independent activity.*

CONTENT	*METHODS/ACTIVITIES*	*RESOURCES*	*EVALUATION ITEMS*
I. Weak areas of musical performance. *A. Articulation* *B. Slurs* *C. Scale passages* *D. Accidentals* *E. Intervals* *F. Phrasing* *G. Rhythms* *II. Need for improving weak areas* *III. Techniques* *IV. Everyday applications* *A. Math homework* *B. Sports skills* *C. Musical practice* *D. Dance practice* *V. Career application* *A. Medical research* *B. Law research* *C. Music or dance practice*	*1. Discuss technical weakness and how the problem can be corrected.* *2. Demonstrate or have another student demonstrate the proper technique.* *3. Work on problem until improvement is shown.* *4. Emphasize need to practice at home.* *5. Discuss what type careers might require a person to practice or study privately to achieve a specific goal or level.*	*Passage in ensemble music which requires a certain performance skill.* *Skill in a graded lesson book.* *e.g. Lesson 24 in Rubank Elem. Method*	*Leval of performance at next rehearsal or next lesson.*

Rocks

GOAL AREA Work Habits and Attitudes

SUBJECT Earth Science

GRADE 9

Subject area competencies: Collection and organization of materials

Basic skills: Identify and organize rock samples on individual basis

Career development objective/indicator: 4.1A Engages in activities independently to demonstrate initiative and independence.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Definitions of rock types A. Igneous - rocks formed by heat B. Sedimentary - formed from accumulations C. Metamorphic - formed by heat, pressure, and chemicals II. Identification by comparison A. Chart with pictures B. Model rock sets	1. Give students a box with approximately 20 compartments to place samples that are found. 2. Student will collect 50 samples of rocks and place them in a paper bag. 3. Student will compare the rocks he/she has found to the demonstration rock collection supplied by the teacher. 4. The teacher will demonstrate specific rock samples. 5. The student will compare the rocks he/she has found to the charts and pictures and place them in the three categorized areas of the sample box. 6. The categories are igneous, sedimentary, and metamorphic.	1. 20 small boxes with compartments 2. Demonstration rock collection similar to those sold by Science Kit Inc., 777 East Park Dr., Tonawanda, N.Y. 14150 3. Rock charts with pictures that clearly show igneous, sedimentary and metamorphic rock types similar to those sold by Science Kit Inc., #68000 series	Teacher evaluates student's collection based on neatness and proper placement of samples in the correct group. Teacher will orally question students as to why they categorized samples as they did, e.g., which types are formed from accumulations or layers? Students answer following questions: To what extent were you able to do the job yourself? How often did you have to ask questions? Were you able to use the resources effectively? Do you enjoy working independently?

I Like My Job

Subject area competencies: *Identification of skills needed and rewards in working with the handicapped*

GOAL AREA Work Habits and Attitudes

SUBJECT Science, Health

GRADE 7-9

Basic skills: *Health careers dealing with the handicapped.*

Career development objective/indicator: *4.2A Identifies ways in which occupations and work situations can be personally satisfying*

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Reasons for satisfaction A. Social outlet B. Money C. Personal growth D. Enjoyment E. Challenge F. Recognition G. Self worth H. Helping others I. Others II. Jobs related to the health field A. Working with the handicapped B. Specialists C. Doctors, nurses D. Surgeons E. Orderlies F. Others	1. Elicit from stu-ents satisfactions they would like from a job; e.g., "Why would you choose a particular job?" Answers might include: money, challenge, personal satisfaction. 2. Discuss why those satisfactions are important to students personally; e.g., sense of accomplishment, feeling of helping others. 3. Students having same satisfaction as most important form small groups and select one occupation from a list generated by the teacher and students. 4. Students research occupation and write final report to include: job description, educational requirements, personal skills needed, salary range, ways in which this occupation achieves personal satisfaction. 5. Student play "What's My Line?" or other game to identify health workers, using information researched. 6. Students interview people in health field to confirm their assumptions about job satisfaction.	Health Room Resources A. Health textbook B. "Current Health" magazine C. Pamphlets Library Career and Guidance Center Professionals in field	Students list reasons for people working and personal satisfaction derived from work. Students recall jobs or tasks from which they derived personal satisfaction.

SPEAKING OUT

GOAL AREA Work Habits and Attitudes
SUBJECT Language Arts
GRADE 7-9

Subject area competencies: Organizaing, collecting, summarizing data, research skills, oral communication

Basic skills: Listening, following directions, recall of information

Career development objective/indicator: 4.2C Exhibits positive work attitudes and can identify skills needed for coping in stressful situation.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Language arts A. Outline topic B. Summarize data C. Voice 1. Pitch 2. Volume 3. Stress D. Use of AV materials E. Non-verbal communication 1. Body language 2. Facial expression F. Use of standard English during public speaking	1. Divide the class into groups of 3 or 4 and tell them that they have 10 minutes to select a topic and prepare a presentation of the topic. Each member of the group is to talk on one aspect of the topic. 2. Students may use paper, pencils and any other material in the room, such as the encyclopedia. 3. At the end of the 10 minutes the teacher explains that the purpose of this activity is to see what it is like to prepare an oral report. 4. Teacher asks: "What does stress mean? What casuses stress? What is it about public speaking that can cause stress? What physical changes occur during stress? How does this affect performance, self-confidence?" Discuss. 5. Students work in their groups to develop a list of ways to better cope with the stress they felt during their 10 minutes of preparation. Share lists with class.	Bushman, John H, and Jones, Sandra. Effective Communication: A Handbook of Discussion Skills. D.O.K. Publishers, N.Y., 1977. 	1. Teacher observation: a. student participation during discussion b. student list of suggestions 2. Students are able to apply their knowledge about coping with stress to public speaking situations in future oral presentations.

Methods (continued)

Lists might include: adequate management of time for preparation, practice of presentation, relaxation exercises, etc.

WORKING

Subject area competencies: Values, ethics

Basic skills: Thinking, writing

Career development objective/indicator: 4.3A Compares present day work attitudes with former attitudes

GOAL AREA Work Habits and Attitudes

SUBJECT Language Arts

GRADE 9

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. The "work ethic" A. Hard work B. Piety C. Education II. The "American Dream" A. Be what you want to be B. Material goods mean happiness III. New work attitudes A. Self worth B. "Play time" is positive C. Formal education may not be necessary	1. Students view film strips and discuss the work ethic and the American dream. 2. Read the poem "Richard Corey." Discuss materialism and how students' values and happiness relate to the "American dream." 3. Interview parents and grandparents to find out what working was like in the 30's, 40's, 60's, 70's. 4. Research statistics concerning how many years the average male/female works in our society. Discuss what this means to the students.	Selected filmstrips, such as: "The Puritan Legacy," Guidance Associates, Pleasantville, N.Y. "What's Happening to the American Dream?" Enrichment Corp., Bedford Hills, N.Y. "Richard Corey" a poem by Edward Arlington Robinson	Students will demonstrate a knowledge of present day and former work attitudes. 1. Students will prepare a list of present day work attitudes. 2. Students will prepare a list of former work attitudes. 3. Students will write an essay explaining their work attitudes comparing and contrasting it with past and present attitudes.

THEN & NOW

Subject area competencies: Social studies

Basic skills: Reading, comparing, contrasting.

Career development objective/indicator: 4.3A Compare the present day work attitudes with former attitudes by studying past history of colonial times.

GOAL AREA Work Habits and Attitudes

SUBJECT Social Studies

GRADE 9/Spec. Ed.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Colonial Times A. Occupations 1. Cooper 2. Silversmith 3. Tailor 4. Farmer B. Compairson of attitudes 1. With modern times II. Modern times A. Occupations 1. Factory worker 2. Computer operator 3. Telephone operator 4. Truck driver B. Comparison and contrast 1. With colonial times	1. Teacher will read with students about life in colonial times and discuss work attitudes of that period. 2. Teacher lists four occupations and compares them with work attitudes then and now. Comparison of how people in colonial times viewed the problem of labor will be stressed. 3. Teacher will contrast four occupations of colonial times to modern times and list on board. 4. Students keep a notebook for future reference. 5. Filmstrip shown on colonial times pointing out various occupations. 6. Teacher will have various library books available for students' use.	Books on life in Colonial America: 1. Everyday Life in Colonial America, Louis B. Wright, Putnam & Sons N.Y. 1965. 2. Home Life in Colonial Days, Alice Earle, Macmillan, 1926-1963 3. Colonial Folkways. The Chronicles of America Series. Allen Johnson,Ed New Haven, Yale Univ. 4. Life in Colonial America Elizabeth George Speare, Random House, 1963 Chalkboard, notebooks ilmstrips: "Life in Colonial N.J.," "History of Transportation and Industry in N.J." "The Work Ethic: Victim of Progress"	Students demonstrate orally and by showing completed notes that they can compare work attitudes and occupations from colonial times with the present. 1. Student notebooks showing comparison and contrasts of four occupations. 2. Teacher assigns an occupation to each student at end of this exercise and has them compare and contrast this occupation with the attitude of then and now. Ex.: Compare and contrast a farmer of colonial times with a modern day farmer

ALL in a Day's Work

Subject area competencies: Social changes brought on by the Industrial Revolution

GOAL AREA Work Habits and Attitudes

SUBJECT Social Studies

GRADE 7-9

Basic skills: Understanding tables and reading comprehension

Career development objective/indicator: 4.3A Understands the nature of work. Compares present day work attitudes with former attitudes.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Working conditions of the Industrial Revolution A. Comparison II. Chart A. Working conditions of the Industrial Revolution B. Working conditions of today	1. Ask students: "What are some of the changes in our way of living since the early 19th Century? How has the life of the common worker improved? How have machines given us more leisure time?" 2. After students have responded to the questions, have them read silently Chapters 1-3, pp. 324-337 in text, Unit VII, and Chapters 4-7, pp. 338-353. 3. As they are reading, students are to list living conditions and work attitudes before and after the Industrial Revol. 4. From list, they are to compile a chart showing differences in way of life between 1800 and present time. Chart should include transportation, communication, mfg. tools and machines, and how we get our food and clothing. (See sample) 5. Discuss outcome of graphs in class, using some of these questions: Tell about some of the new tools on our farms. How have they changed the farmer's work attitudes from the early nineteenth century?	Schwartz, Melvin and John R. O'Connor. The New Exploring American History, N.Y. Globe Book Co., Inc.1974 Table from p. 327 in text	After completing charts and discussion, students will write in own words how the present day work attitudes compare with former attitudes. Are they the same or different and why?

Methods (continued)
What are some of the changes brought about by the telegraph? What are some of the advances in women's rights? What are some of the improvements in transportation and communication? What were some of the changes in railroad travel and other forms of transportation? What were some of the new inventions? How did these inventions help the work attitudes of people? What effect did the growth of big business have on its workers?

All in a Day's Work. (Cont.)

Describe each item as it was in 1800 and Now.

	ABOUT 1800	NOW
TRANSPORTATION		
COMMUNICATION		
MANUFACTURING		
TOOLS AND MACHINES		
HOW WE GET OUR FOOD		
CLOTHING		

NOVELS in the NEWS

Subject area competencies: English

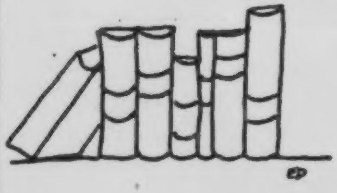
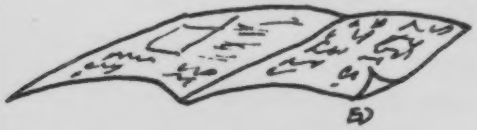
GOAL AREA Work Habits and Attitudes

SUBJECT English

Basic skills: Reading, writing

GRADE 8

Career development objective/indicator: 4.3B Respects the work of people in all kinds of employment.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Parts of newspaper A. Feature B. Editorial C. Social D. News E. Classified F. Sports G. Advertisement H. Comic Strip I. Movie/Book Review II. Review of journalistic style . II. Class Project	1. Discuss the parts of the newspaper and the role of each reporter. Point out that news can be local, national or international. 2. Utilize two different newspapers to. compare/contrast approach to news reporting. 3. Select a novel to be reported on in the style of a news article. Students may report events from their novels or use the entire work. Use headlines, cartoons, etc. 4. Provide one-two class periods for proof reading and layout. 5. Request volunteers to type articles, transpose cartoons, advertisements. 6. Distribute mimeographed newspaper to all class members. 7. Schedule visit to local newspaper for a look behind the scenes. Have a question and answer period on location.	Newspapers Members of community Administrative personnel . Newspaper plant 	1. Student participation in class discussions. 2. Completed newspaper project. 3. Enthusiasm and interest of student as evidenced by questions asked during field trip. 

$$X = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

Subject area competencies: Algebra-quadratic equations

Basic skills: Evaluating formulas

Career development objective/indicator: 4.4A Uses planning skills to increase efficiency in carrying out task.

GOAL AREA Work Habits and Attitudes

SUBJECT Mathematics

GRADE 9

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Plan A. Standard form: $ax^2 + bx + c = 0$ B. Identification of a, b and c. C. Quadratic formula II. Computation A. Substitution in formula. B. Evaluation of formula to achieve proper results.	1. Teacher will present a list of quadratic equations to be solved. 2. Quadratic formula will be presented to class as a means to find the roots of the given equations. 3. Students will be shown proper plan to successfully use this formula: a. standard form b. identify a,b,c c. substitution in formula d. evaluation of formula 4. Students will solve several problems at chalkboard and be required to label each step of plan in the process.	1. List of quadratic equations. 2. Ditto showing: a. quadratic formula b. plan for solving quadratic equations. (See Methods: 3)	Given a list of quadratic equations, the student will solve each equation according to a given plan, labeling each step in the process. 1. At chalkboard, students will show ability to use given plan to solve quadratic equations by labeling each step in the process as performed. 2. Student will complete ditto which requires them: a. to list steps in plan. b. to solve quadratic equations using plan.

Practice Makes Perfect

Subject area competencies: Efficient use of home practice time

GOAL AREA Work Habits and Attitudes

SUBJECT Music

GRADE 7-9

Basic skills: Home Practice

Career development objective/indicator: 4.4A Uses planning skills to increase efficiency in carrying out tasks.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Types of musical practice. a. mental b. physical II. Time of practice III. Warm-ups IV. Planning what to practice V. Other uses for planning	1. Discuss types of home practice. a. mental (thinking about the material and the difficult areas) b. physical (actual playing) 2. Discuss the importance of being alert and having the desire to work on a specific problem - not just putting in time. 3. Use effective warm-ups: a) slurs; b) arpeggios and intervals; c) long tones 4. Picking out areas of the music that are difficult. a. exercises that correlate to a certain problem b. not playing for the "sake of time" 5. a. Discuss how planning activities can save time at home e.g. doing yard work, cleaning, meal preparation b. Discussion on how planning effects industry e.g. construction, assembly line	Developing Individual Skills for the High School Band - Weerts Phychology for Modern Education - Mursell 	1. Student must keep a detailed log of the amount of time spent on each exercise of excerpt and then see if progress is more rapid than previously. 2. Students can write down the steps used in an activity at home that requires planning on their part - other than music practice.

Discovering History

Subject area competencies: Tasks of an archeologist

GOAL AREA Work Habits and Attitudes

SUBJECT Social Studies

Basic skills: Writing, reading, making inferences

GRADE 9

Career development objective/indicator: 4.4A Plans and completes tasks efficiently and thoroughly. Uses planning skills to increase efficiency in carrying out tasks.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Define Archaeology II. Archaeological Method A. Observation-site B. Hypothesis C. Gather Data 1. Maps 2. Photos 3. Study site 4. Locate surface artifacts 5. Dig D. Test 1. If artifact discovered, measure/study nearby remains 2. Classify/identify 3. Date E. Theory - Interpret meaning of artifact	1. Define archaeology and discuss meaning. Why is archaeology necessary? 2. View filmstrip Anthropologists At Work (Part 4), "The Archaeologist" Students take notes on steps archeologist follows. Review process after viewing film. 3. In a plot of land outside of school, plant an artifact. Have students dig it up following the proper procedure. Each student will explain the method used and interpret each artifact in an essay. 4. Students read the accounts of King Tutankamin's tomb. Discuss the time, planning and research that occurred prior to the discovery. 5. Define history and place emphasis on careful and accurate procedures. 6. View filmstrip What is History? (Part 1) "How Does An Historian Work?" Students take notes on steps of the historian. 7. Review steps discussed in filmstrip. 8. Students select topic of their choice	FILMSTRIPS: Anthropologists at Work, "The Archaeologist" Globe Filmstrips, Chicago The Social Sciences: What is History? "How Does An Historian Work?" Guidance Associates, White Plains, N.Y. Lovejoy's Guide to Colleges 	Evaluate participation in discussion, content of essay, research paper, and archeological "dig" outside of school Test - sample questions What is the proper chronological order of the tasks of the historian? 1. Theorize 2. Observation 3. Gather data 4. Develop an hypothesis 5. Test Data Place the following steps in chronological order to illustrate the archaeological method. 1. Dig for artifacts 2. Interpret artifacts 3. Study site on foot 4. Date artifacts 5. Develop an hypothesis

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
III. Define History IV. Historical Method A. Observation B. Develop an hypothesis C. Gather data D. Test data E. Theorize a conclusion.	and follow the five steps of historical research to prove or disprove their hypothesis. 9. Find the names of several colleges that prepare students for a career in archeology.		

ETCHING

Subject area competencies: Application of planning skills to subject matter

GOAL AREA Work Habits and Attitudes

SUBJECT Art

GRADE 9

Basic skills: Printing: scribing plate, inking, press operation

Career development objective/indicator: 4.4A Uses planning skills to increase efficiency in carrying out tasks.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
Dry Point Etching I. Preparation A. Draw original line design B. Transfer to plastic plate C. Scribe design II. Printing A. Soak paper B. Ink plate C. Printing press IV. Finishing A. Measure/cut matt B. Display print	1. Show examples of prints and discuss design elements and principles (line, shape, contrast, visual texture, foreground/background). 2. Explain and demonstrate processes: a. Pen/ink drawing b. Transfer to plate and scribing into plate; beveling edges of plate. c. Inking plate: ink application with felt dauber; removal of excess ink with cheescloth. d. Adjusting press pressure; blotting paper e. measuring and safely cutting matt. 3. Student work session for drawing, printing and matting. 4. Display finished prints.	Young Printmakers II Art Resource Publications Davis Publications, Inc. Worcester, Mass. OR local or school library for prints or reproductions of prints by artists, i.e., William Blake, Albrecht Durer, Michelangelo	Student-teacher critique of final print. A. Design 1. Contrast 2. Visual impact 3. Foreground/background 4. Originality 5. Expression B. Technique 1. Scribing to correct depth 2. Proper inking 3. Clean edges (fingerprints) C. Presentation 1. Good quality print 2. Proper matting Students discuss how planning is a critical step in making a design.

3 - D

Subject area competencies: Communication

GOAL AREA Work Habits and Attitudes

SUBJECT Art

GRADE 9

Basic skills: Translate line drawing into three dimensional form.

Career development objective/indicator: 4.4A Uses planning skills to increase efficiency in carrying out tasks.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Contrast of concepts 3D vs flat work. II. Construction of armatures III. Introduction to media - Pariscraft IV. Completion of project	Discuss criteria for evaluation and consideration of 360° when constructing form. Preliminary sketches submitted (pencil, conte crayon) and are analyzed by student as to which basic shapes are needed as supports. Students list basic shapes needed (milk cartons, balloons, paper towel roles, etc.). Discuss and demonstrate the proper use of Media-Pariscraft. Explain chemical reaction between heat and plaster. Stress proper clean up and storage of unfinished pieces. Students will complete forms using paint and found objects, such as feathers, beads, wool, etc.	Form, Space and Vision Graham Collier, Prentice Hall, Inc. 1967.	Students will provide an informal critique using the evaluating criteria established in the preliminary lecture period. Individual student artistis will offer personal evaluations of own work in an interview with instructor. Evaluate personal planning skills. Always________ Sometimes________ Never ________

SQ3R

Subject area competencies: SQ3R Reading Technique

GOAL AREA Work Habits and Attitudes

SUBJECT Language Arts

GRADE 9

Basic skills: Reading

Career development objective/indicator: 4.4A Uses planning skills to increase efficiency in carrying out tasks.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Introduction to SQ3R Technique II. Components A. Survey B. Question C. Read D. Recite E. Review III. Application to Career text IV. Comparison	1. Present SQ3R Reading Technique, emphasizing that its purpose is to obtain more relevant data reading information. 2. Go over each step: a. Survey: students read title and intro of chapter, topics stated in each chapter, look over all new vocabulary in chapter, any charts or graphs and summary of chapter. Look at questions at end of chapter. b. Question: students turn each topic statement into a question. c. Read: students read chapter looking for answers to questions created. d. Recite: Students are able to express orally what the topic is about, the subtopics and the information obtained on subtopics. e. Review: review entire chapter. 3. Apply technique to a career textbook. Compare information obtained in a particular career utilizing SQ3R technique to information obtained through reading and summarizing career info.	Robinson, F., Effective Study, "SQ3R Method," Harper & Row, N.Y. 1970 Career Resource Center 	1. Quiz on the components of SQ3R approach. 2. Students select a topic on particular career, read chapters on that topic. Utilizing SQ3R approach, students read and present information obtained from the chapters. 3. Students read chapter on a career and summarize chapter. Then read same chapter and use SQ3R approach, comparing information obtained utilizing both methods. 4. Students give oral presentation stating ways the SQ3R approach helped them.

Travel Agent

GOAL AREA Work Habits and Attitudes

SUBJECT Foreign Language

GRADE 8

Subject area competencies: *Organizing and planning to facilitate successful and efficient completion of tasks*

Basic skills: *Reading, writing*

Career development objective/indicator: *4.4A Uses planning skills to increase efficiency in carrying out tasks.*

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Planning a tour A. Projected dates B. Group size C. Modes of transportation D. Meals E. Lodging F. Sightseeing and other activities G. Prices/ deposits II. Use of planning time A. Setting priorities B. Meeting deadlines	1. Invite local travel agent to speak to class. 2. Student will act as travel agents and be assigned to develop an itinerary for a group tour of the country or countries of their choice. Students formulate a checklist of things to be done in the order that will facilitate complete and efficient transactions. Checklists must include projected dates for completion of various arrangement, passanger lists (complete with names, addresses, phone numbers), transportation information, hotel and other lodging accommodations, literature to be distributed to passengers, etc.	Speaker: local travel agent Brochures and sample forms from travel bureau 	1. Student checklists will be evaluated as to: a. order or priority for task completion b. realistic time frames in which tasks are to be accomplished c. organization d. punctuality with which tasks are completed 2. Students' information folders will be evaluated as to: a. organization b. completeness c. information accuracy

PLANNING

GOAL AREA Work Habits and Attitudes

SUBJECT Language Arts

GRADE 7-8

Subject area competencies: Setting goals, record keeping, silent reading, comprehension

Basic skills: Reading, organizational skills

Career development objective/indicator: 4.4B Demonstrates self discipline in carrying out basics.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Determination of goals A. Long term by teacher B. Short term by student II. Organization of time A. To complete daily goals B. To utilize excess time effectively	1. Teacher assigns weekly individual assignments from diagnostic tests and from class observation. 2. Student transfers assignments to record sheets and sets daily goals, organizing daily class time to meet goals. 3. Student keeps record of daily accomplishments and of grades received for completed tasks. 	1. Diagnostic tests for determining individual curriculum. 2. Record sheets/ assignment sheets. 3. Individualized materials A. Readers B. Workbooks C. Skill sheets C. Teacher-made activities	I. Daily teacher observation A. Are realistic goals being set? B. Are daily goals being carried out? II. Weekly grades A. Are assignments handed in on time? B. Do completed assignments reflect good use of weekly time?

TUNE-UP

Subject area competencies: Tuning up a vehicle

GOAL AREA Work Habits and Attitudes

SUBJECT Auto Mechanics

Basic skills: Reading and calculations

GRADE 7-9

Career development objective/indicator: 4.4B Demonstrates self discipline in completing tasks.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Plan tune-up A. Check specifications and manuvacturers recommendations. B. Inspect and test parts; replace when necessary C. List and purchase appropriate parts II. Perform tune-up A. Utilize tools B. Utilize test equipment C. Replace parts D. Make adjustments III. Test vehicle for proper operation A. Utilize oscilloscope B. Road test vehicle	1. Consult textbook, Motor's Manual and appropriate factory manual. 2. Assimilate and record recommendations and specifications. 3. Visually inspect and electronically test parts to determine those to be replaced. 4. Order and purchase parts. 5. Check parts to be sure they are correct. 6. Select proper tools and use safely. 7. Using appropriate test equipment, check and adjust all necessary parts to specification 8. Using oscilloscope, verify that all parts are performing properly and are set to specification. 9. Road test vehicle for proper operation and performance under actual driving conditions.	Motor's Automotive Encyclopedia Motor's Manual 1978 Manufacturer's Manual 	Teacher observation of: effort, seriousness of purpose, attitude, work habits, effective methods of thinking, study skills, development of self direction, discipline, interest Teacher test of vehicle to verify quality of workmanship, accuracy in adjustments and conformation to manufacturer's specifications. Teacher road test to check for proper performance under actual operating conditions.

KEEP IT CLEAN

GOAL AREA Work Habits and Attitudes

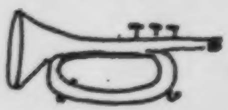
SUBJECT Music

GRADE 7-9

Subject area competencies: Mouthpiece sanitization

Basic skills: Keeping instruments clean

Career development objective/indicator: 4.5A Recognizes implications of good health in careers.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Disease in the environment II. Mouth germs III. Mouthpiece buildup IV. Mouth piece cleaning V. Necessity of keeping healthy	1. Discuss presence of germs in the air. 2. Discuss germs that are or might be in one's mouth. 3. Discuss the mouthpiece as a germ growth area, caused by saliva, food particle decay, germs from the mouth, germs from the air. 4. Cleaning of brass mouthpieces. 5. Cleaning of plastic and rubber mouth pieces. 6. Discussion of importance of health in ine's career performance.	Filmstrip on instrument care Band Director's Guide to Instrument Care 	1. Each student must clean his/her instrument weekly. 2. Inspection during lessons by teacher. 3. Make a chart showing the amount of time that may be lost from work due to six different illnesses due to disease.

EAT WELL, PERFORM WELL

Subject area competencies:
Science Health

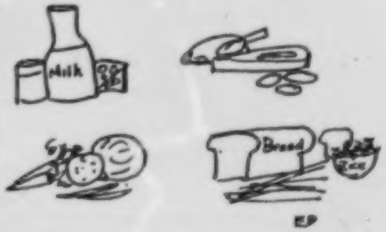
GOAL AREA Work Habits and Attitudes

SUBJECT Science-Health

Basic skills: Reading charts Science

GRADE 4-6

Career development objective/indicator: 4.5A-Uses Health and Safety Habits
Practices good health habits

CONTENT	*METHODS/ACTIVITIES*	*RESOURCES*	*EVALUATION ITEM(S)*
I. Basic rules of good nutrition. *A. Basic four food groups* *B. Menu planning using basic four food groups.* *II. Importance of nutrition* *A. Physical health* *B. Mental health* *C. Affects those around you* *III. Jobs in which nutrition of people is of concern* *A. Dietician* *B. School dietition* *C. Hotels* *D. Restaurants* *E. Hospital* *F. Lunch room (office days)* *G. Home*	*1st day:* *1. School nurse presents nutrition unit to class.* *2. Question period.* *3. Each student receives copy of Basic Food Groups.* *2nd day:* *1. Class discussion about 4 basic Food Groups and amount of servings per day.* *2. Using ditto and any other source (i.e. chart) student must plan meals for a day.* *3. Each student will then make a picture menu from menus for a day (2). "Who should know how to plan balanced menu?"*	*1. School nurse* *2. Concepts in science-Harcourt, Brace Janovich*	*1. Student will plan balanced meals for 1 day.* *2. Student will correct partners' menus* *3. Class planned and served a meal.* **Resource 3 & 4.* 

Safety on Jobs A-Z

Subject area competencies: On-the-job safety

Basic skills: Safety

Career development objective/indicator: 4.5B Uses health and safety habits.
Explores safety aspects of jobs.

GOAL AREA Work Habits and Attitudes

SUBJECT Health, Art, Language Arts

GRADE 7

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Job List, A-Z II. Basic on-the-job safety measures III. Poster considerations A. Message B. Relationship of message to work C. Illustration 1. Detail 2. Color D. Realism 1. Job-related nomenclature 2. Items particular to job IV. Evaluation	1. Class formulates job list, A-Z (see accompanying list). 2. Discuss basic on-the-job safety measures/methods of protection: e.g., eye safety-wear goggles; hearing - sound deadening devices; harmful inhalents - respirator; head - hardhat; hands - insulated gloves; feet - steel-toed shoes. 3. Develop set of safety poster considerations/guidelines to include: message-safety motto, impact; relationship of message to work/job; illustration - detailing, use of color; realism - job related nomenclature, illustration of items particular to that job. 4. Students draw poster on job safety for chosen job from A-Z list. 5. Students present posters aloud, explaining them in relation to considerations/ guidelines developed.	Newspapers - classified section Popular Mechanics Popular Science Other trade magazines Health text with safety section	Teacher observation of how well the following poster considerations/guidelines were followed: Message Relationship of message Illustration Realism

A. acrobat
B. barber
C. chemist
D. demolition expert
E. electrician
F. fire fighter
G. gas station attendant
H. hotel manager
I. iron worker
J. jeweler
K. kiln operator
L. linesperson
M. mail carrier
N. nurse
O. oceanographer
P. park ranger
Q. quality control technician
R. rancher
S. sail maker
T. tailor
U. upholsterer
V. veterinarian
W. waiter
X. x-ray technician
Y. yard service/maintenance
Z. zoologist

Model Homes

Subject area competencies:

Model House Building

Basic skills: Measurement, Math

GOAL AREA Work Habits and Attitudes

SUBJECT Fine Arts

GRADE 8

Career development objective/indicator: 4.7A-Understands and Respects Worker Roles, Including the Role of Supervisors/Explores Careers in Terms of Worker Roles and Levels, Understands Management Function

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
Model House Building I. Planning II. Developing the exterior/ structure-steps III. Finishing IV. Interior decorating 	1. Build a model house a. Split class into groups of five (5) students 1. Have each group decide on a foreman who will be responsible for the group. 2. The foreman will decide with the group who will be assigned the following functions: A. Roofer-who will be responsible for cutting tongue depressors into ½" lengths and laying shingles. B. Painter-who will be responsible for painting inside and outside of house, including trim, accessories, such as shutters, etc.	American Life Magaaine- House Plans Interior Decorating Magazines Doll House Furniture Books	Suggested time:4 wks.(20 hrs.) 1. Finished product 2. Each student will receive a grade for his/her individual area. 3. Check list showing how well they cooperate with each other in completing assignments.

METHODS/ACTIVITIES

C. Interior Designer-will come up with ideas for color schemes, wall paper, etc. and decide on them with other group members.

D. Furniture designer-will build model furniture for the house. Furniture patterns can be found in Doll House Books and can be built from balsa wood, cardboard, or plywood.

E. All group members will work together with foreman to see that all tasks are completed.

3. Using drafting tools and graph paper, have students lay out plans for a simple 2 story salt box house. It will have 3 sides, a roof and the back will be open.

METHODS/ACTIVITIES

2. Students will paint and decorate the house
   - A. Old paint can be brought from home
   - B. Miniature wall paper can be purchased or scrap wall paper can be found.
   - C. Wood paneling can be cut to fit scale of house.
   - D. Miniature curtains can be added from scrap fabrics.
   - E. Furniture will be added.

3. Complete houses will be evaluated.
Donated to lower grades, a children's hospital or sold to the highest bidder.

A. Scale will be 1" equals 1 ft.

B. Doors will be 6½" long by 3" wide and will be hinged with model hinges.

C. Windows will be 4"x4" and glass can be made from scrap plexiglass. Frames can be painted on with thin brushes and acrylic.

D. Picture windows can be 4"x6".

E. Students will be able to plan as many rooms as they like but must include:
   1. Living room
   2. Bath room
   3. Master bedroom
   4. Small bedroom
   5. Kitchen

4. Students will construct house from ¼" plywood.

EVALUATION ITEM(S)

PAGE 4

Suggested time: 4 wks.(20 hrs.)

the BUREAUCRACY

Subject area competencies: Identify workers and supervisors in bureaucracy

GOAL AREA Work Habits and Attitudes

SUBJECT Social Studies

GRADE 8

Basic skills: Reading, listening, interpret diagrams

Career development objective/indicator:

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Definition-bureaucracy II. Diagram of bureaucracy in school. III. Identification of workers, supervisors at each level IV. Interdependence of workers/supervisors V. Definition: chain of command, pass the buck. VI. Diagram of Federal bureaucracy. VII. Drawbacks of bureaucracy	1. Define bureaucracy and discuss. 2. List workers/supervisors who make up school's bureaucracy. Rank the positions and use the levels to create a diagram. (Bd. of Ed., Superintendent, Principal, V.P., Teachers, Students). 3. Make sample situation to illustrate passing the buck, the chain of command, and responsibilities of supervisors. (Ex. Route of a note from parent concerned about a school program.) 4. Discuss how interdependence among all levels gets job done. 5. With help of text, notes, etc., have students list workers/supervisors in Federal Executive Dept. Make diagram of levels, discuss interdependence of workers and supervisors and illustrate a situation of passing the buck. 6. Identify drawbacks in a bureaucracy: e.g., slow moving process, thousands of employees, often wasteful with monies, etc.	Basic Civics text, i.e., The Presidency, Congress, and the Supreme Court Scholastic Book Services, 1977	1. Student will be able to define term "Bureaucracy" and illustrate bureaucracy of Federal Executive Dept. and identify workers, supervisors and their roles. 2. Quiz on student's understanding of "passing the buck" and "chain of command." 3. Diagram of one of the other branches of the federal govt. 4. Create situation in which students identify responsibilities of workers or supervisors, tracing chain of command through student role play. Ex.: information on a new secret weapon has leaked out. Trace the route the "buck" will take.

ASSEMBLY LINE

GOAL AREA Work Habits and Attitudes

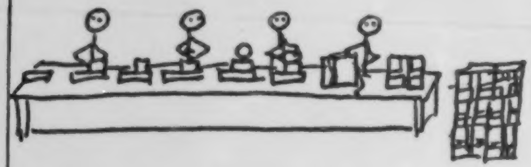
SUBJECT Social Studies

GRADE 7-9

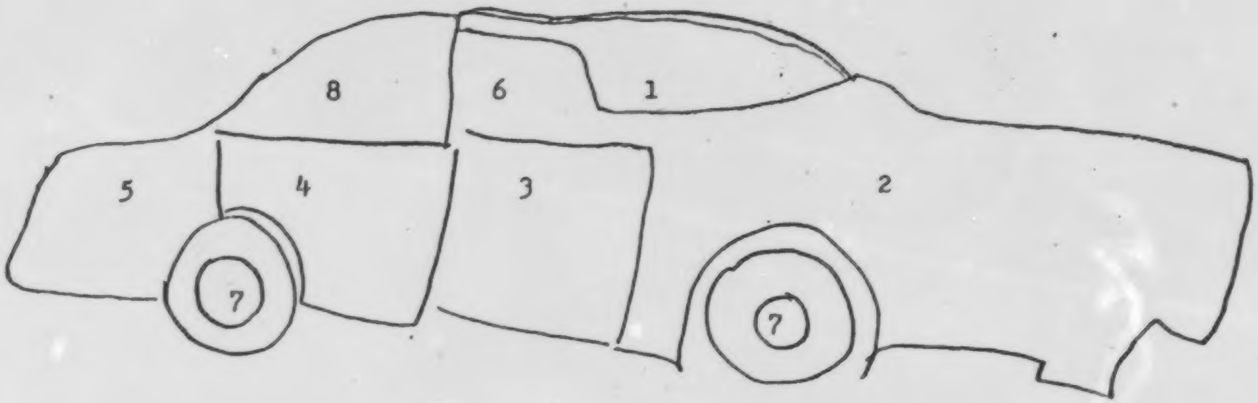
Subject area competencies: Effects of Industrial Revolution on the worker.

Basic skills: Following directions

Career development objective/indicator: 4.7C Explores work in terms of interpersonal skills required.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. How industrialization changed production process II. Assembly Line - simulation activity	1. Divide class into three groups. 2. Arrange two groups in two equal rows to become assembly lines A and B. 3. Each pupil will be assigned a number and will assume role of a worker with a specialized task. 4. Provide each row with model of automobile to copy from; number parts on auto to correspond with pupil number. (Ex., outline of body is #1, front fender is #2, window is #3, etc.) 5. Lines A and B will have identical tasks. 7. Cars are "produced" on paper, with first worker drawing part and passing it along to second worker to do his/her assigned part, and so on down the line. 7. If any worker takes too long, "supervisor" blows whistle to signal "hurry up" 8. Third group (craftspeople) build and design cars from scratch, beginning at same time as assembly line. 9. When time is up, collect mass produced and custom built products.	1. Model of automobile (on paper) with numbered parts. (See sample) 2. Paper, pencils, markers, crayons.	Class discussion: 1. How workers felt about the job and the product. 2. Comparison of craft workers' products to those massed produced. 3. Problems that arose, such as inability to keep up, uneven distribution of work, pile-ups, attitude of supervisor, etc. 4. Possible solutions 

Assembly Line



5

COMMUNICATION & COMPUTATIONAL SKILLS

5.1 Develops listening skills.

A. Describes how good listening skills apply to careers explored.

❖ 1. Introduction to vocation, "The Dispatcher" p.145
❖ 2. Introduction to vocation, "Listen Carefully" p.146
❖ 3. Business education, "Number Please" p.147

4. Language arts. Have students ask five adults how listening skills help them on their jobs. Chart the results and share with the class. Write a paper on the importance of listening skills. Resource: Carter and Rashkis. Ideas for Teaching English in the Junior High and Middle School. National Council of Teachers of English, 111 Kenyon Road, Urbana, Illinois, 61801.

B. Uses good listening skills.

❖ 1. Language arts, "Listen" p.148
❖ 2. Language arts, "Listening" p.149
❖ 3. Foreign languages, "Espanol" p.150
❖ 4. Language arts, "Word Detective" p.151
❖ 5. Language arts, "I Came, I Saw, I Conquered" p.153
❖ 6. Language arts, "What Did You See and Hear?" p.154

5.2 Uses writing and speaking skills effectively.

A. Uses writing and speaking skills in school and out of school.

❖ 1. Language arts, "School Workers" p.155
❖ 2. Language, "Inflections" p.156
❖ 3. Language arts, "Making Speeches" p.157
❖ 4. Language arts, "Broadcasting" p.158
❖ 5. Aerospace, "Aerospace Jargon" p.159
❖ 6. E.S.L., "Figuratively Speaking" p.160
❖ 7. Language arts, "Who Am I?" p.161

8. Home economics. Students generate 50-100 words to describe foods. Increase objectivity by using more accurate descriptors of foods, eliminating slang expressions such as, "yuk." Also, taste foods and derive definitions based on category or classification, predominant flavors, shapes, means of preparation.

9. Consumer education. Students write letters of complaint, role play oral complaints on products or services.

◆ 10. Business education, "Personal Letters" p.162
◆ 11. Social Studies, "Five W's" p.163
◆ 12. Language arts, "Write It!" p.164

B. Researches careers according to writing skills needed.

◆ 1. Business education, "Letters" p.165

2. List a variety of kinds of writing skills and identify occupations that require those skills, e.g.
lab reports - scientist, researcher
prose - magazine writer, reporter
plays - playwrite, author
comment - critic
descriptive - catalogue writer
others (ad writer, police officer-reports, legal writer legislator.

5.3 Relates communications skills to careers.

A. Identifies communication skills needed in a variety of career clusters and levels.

◆ 1. Language arts, "Designs" p.166
◆ 2. Language arts, "Communicating on the Job" p.167
◆ 3. Language arts, "Writing the News" p.169
◆ 4. Business education, "Rough Draft" p.171

5. Have students develop and write ten-minute one-act plays. Select the "best." Have students enace the play(s) and record on television tape. Play back and discuss the experience in terms of communication skills learned.

◆ 6. Foreign language, "Bi-lingual" p.172

5.4 Uses objective and critical thinking.

A. Identifies situations in which research skills are needed.

◆ 1. Language arts, "Research" p.173

2. Consumer education. Use research techniques for product comparison.

3. Students generate lists of occupations that
   a. are basically research;
   b. use research skills;
   c. depend on the research of others.
   Discuss the role of research in today's working world.

5.5 Uses computational skills effectively.

A. Masters computational skills appropriate for grade level and interests.

❖ 1. Mathematics, business education, or family living," Using a Checkbook" p.174

❖ 2. Students calculate interest on savings, caluclate savings in sales, discounts. Using ads found in papers find the best price for items such as food, clothing, electronic equipment, records, etc. Mathematics, "The Price Is Right" p.176

3. Foreign language. Have students calculate basic math problems in Spanish.

❖ 4. Mathematics, "Bar Graphs and Want Ads" p.177
❖ 5. Mathematics and social studies, "Stocks and Stockholders" p.179
❖ 6. Mathematics, "Cars" p.181
❖ 7. Mathematics, family living, industrial arts, "What Will It Cost?" p.182

8. Students find a "large" item that they would like to purchase. Record the price. Discuss the concept of wages and minimum wage. Calculate the number of hours a person would need to work in order to make that "large" purchase. (Don't forget to take out taxes.)

9. Students in business education or mathematics simulate skills needed by sales people by a sales step accurately and completely. Discuss the importance of accuracy to both the customer and company.

10. Business education. Students calculate payrolls.

11. Students calculate sales tax on a variety of items. Discuss sales tax and its use, taxable and non-taxable items. Students compare sales tax from state to state. Calculate "average" sales tax.

❖ 12. Home economics, "Counting Calories" p.183
❖ 13. Mathematics, "Saving Water" p.184
❖ 14. Consumer education, "Paycheck" p.185

5.6 Relates computational skills to careers.

A. Identifies computational skills needed on a variety of career clusters and levels.

  1. Have students develop a matrix showing mathematical functions (x) and a variety of job types (y).

  2. Identify an organization such as a hospital, town hall, school, or supermarket. Have students list the levels of jobs from top management to entry level. Then research or use interviews to determine what computational skills are used by each worker.

B. Explores careers in terms of computational skills needed.

  1. Identify several occupations for which openings are available in the want ads. Research them in terms of work conditions, salaries, training needed, and computational skills required.

  2. Challenge students to find examples of jobs that use no mathematics at all. Have students put their ideas on the chalkboard and leave them there until they are successfully challenged.

The Dispatcher

GOAL AREA Communication and Computation Skills

SUBJECT Math

GRADE 8

Subject area competencies: Relate good listening skills to certain occupations

Basic skills: listening, writing, observation

Career development objective/indicator: 5.1A Develops good listening skills/ Describes how good listening skills apply to careers explored.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Emergency Dispatcher Duties A. Emergency calls 1) receiving 2) sending B. Coordination with other towns. II. Reasons For Good Listening. A. Callers correct name and address B. Determination of emergency. C. Response	1. Class discussion of duties of an emergency dispatcher. 2. Students hear teacher-made cassette with pre-recorded emergency calls. a. Students listen to tape. b. Students write pertinent information: 1. name 2. address 3. emergency c. Students decide whom they would contact in response 3. Have an emergency dispatcher from a local emergency service speak to students on why good listening is critical to the job.	1. Teacher-made cassette with at least 5 pre-recorded emergency calls. 2. Cassette player 3. Speaker from local emergency service. 	1. Students are to list at least 3 reasons why good listening is important to an emergency dispatcher. 2. Students also list any other occupations where good listening skills are valuable. (examples) a. Stenographer b. Answering service person c. Phone receptionist d. etc.

LISTEN CAREFULLY

GOAL AREA Communication and Computation Skills

SUBJECT Introductions to Vocations

GRADE 7-9

Subject area competencies: Development of Listening and Thinking

Basic skills: Reading, Listening Oral Expression

Career development objective/indicator: 5.1A Importance of Listening Skills in chosen career

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Listening Skills A. Assimilation B. Evaluation C. Transmitting II. Occupations That Use Listening Skills A. Business B. Professional C. Service III. Special Listening Skills used in Occupations A. Policeworkers B. Journalist C. Insurance Investigator	1. Describe listening experience (to students) skills a. remember what is read or related b. report accurately 2. Divide class into groups: a. Initial reporters b. Secondhand reporters c. Control group 3. Isolate initial reporters and secondhand reporters. 4. Distribute facts to control group (written narrative) 5. Initial reporters will be allowed to read the facts. 6. Collect narrative and have initial reporters relate facts to secondhand reporters from memory. 7. Secondhand reporters will then report to control group who monitor facts for accuracy of information being given.	1. Teacher prepared narrative 2. Current newspaper article 3. Magazine or book article	Accuracy of: 1. Necessary or explanatory information received by the control group will evaluate the listening experience Discuss and correct errors 2. Repeat lesson until the art of listening is mastered.

NUMBER PLEASE

GOAL AREA Communication and Computational Skills

SUBJECT Business Education

GRADE 7-9

Subject area competencies: *Group discussion and interaction skills; telephone techniques.*

Basic skills: *Writing, listening skills*

Career development objective/indicator: *5.1A Develops listening skills. Understands how good listening skills apply to careers explored.*

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Telephone techniques II. Response dialogue III. Recording incoming messages IV. Careers needing careful listening skills	1. Discuss the importance of correct telephone technqiues and dialogue for answering an incoming call. 2. Discuss the importance of careful listening to note important information: 1. Who is calling? 2. Who does caller work for? 3. Who is the call for? 4. Was telephone number given? 5. Was message given? 6. Who was call received by? 7. What date and time was call received? 3. Listen to a telephone conversation dialogue, looking for the above information. 4. Display and discuss a message form and fill in the form from the dialogue of the telephone conversation. 5. Discuss careers that need careful listening skills.	Ditto, chart or transparency of a telephone message form. Dialogue of telephone conversations; Clerical Office Procedures, Pasewark and Oliverio, South-Western Publishing Co. (Corresponding workbook)	1. After listening to a telephone conversation , the student will fill out a telephone message form. 2. The student will complete the dialogue using the correct telephone techniques/dialogue.

Listen

GOAL AREA Communication and Computational Skills

SUBJECT Language Arts

GRADE 7-9

Subject area competencies: Communication

Basic skills: Listening skills

Career development objective/indicator: 5.1B Develops listening skills/ Utilizes good listening skills.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Need for good listening skills A. Information B. Enjoyment II. Listening activity III. Small group activity A. Oral reading B. Recall IV. Assignment	1. Discuss the need for good listening skills. Include listening as a means of obtaining informaiton (from other people, tapes, records, telephone, TV and radio); and listening for enjoyment (movies, people, plays, concerts, radio, TV, records, tapes). 2. Students sit quietly for two minute period and list sounds heard in room and outside. 3. Divide class into small groups. Give each group an Exploring Careers book. One student acts as reader and reads to group for about 15 minutes. Students recall to teacher as many career facts as possible. Teacher may keep score and reward most proficient group. Repeat activity with new reader. Discuss career questions that arise. 4. Listen to someone describe daily chores of one occuaption. Report back to class.	Exploring Careers Series, New York, Lothrop, Lee and Shepard Co., 1973 OR Popeye Series, New York, King Features, 1972.	Student will list accurately facts gained by listening.

LISTENING

GOAL AREA Communication and Computational Skills

SUBJECT Language Arts

GRADE 7

Subject area competencies: Language arts, suitable for low reading level

Basic skills: Listening, following directions

Career development objective/indicator: 5.1B Utilizes good listening skills.

CONTENT	*METHODS/ACTIVITIES*	*RESOURCES*	*EVALUATION ITEMS*
I. Recognize and recalls sounds of surroundings. *II. Oral directions* *III. Listen for important information* *IV. Follows directions*	*1. Students identify common sounds in the classroom from a tape or record.* *2. Working in groups of two, one student picks a simple geometric shape and writes directions on how to draw this shape. S/He reads directions to other student who must draw shape on board following given directions.* *3. Two students work on a script for a phone conversation and present it to class using toy phones (business conversation emphasized).* *4. Students given the following assignment: Number paper from 1-4. After 1, write year of birth; after 2, write year something interesting happened to you; after 3, write age at your birthday this year; after 4, write number of years since interesting event. Now add these four numbers.*	*Tape player and tape of classroom sounds.* *Toy phones* *Blackboard and chalk* *Listening Games, Wagner, Hosier, Blackman, Teacher's Publ. Div., Macmillan, NY*	*When listening to a tape, student correctly identifies sounds 80% of time.* *Student is able to reporduce the shape.* *Class members must be able to answer questions about the conversation asked by the participants.* *The answer to the last assignment will always be two times the year in which the game is played.*

Español

Subject area competencies: *Saying vowel and consonant sounds accurately in Spanish*

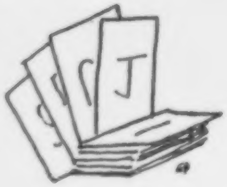
Basic skills: *Listening, repetition*

Career development objective/indicator: *5.1B Develops listening skills. Utilizes listening skills to speak correclty.*

GOAL AREA *Communication and Computational Skills*

SUBJECT *Foreign Language*

GRADE *9*

CONTENT	*METHODS/ACTIVITIES*	*RESOURCES*	*EVALUATION ITEMS*
I. Modeling of pronunciation to instructor's. *II. Five vowel sounds* *III. Spanish alphabet characters (30)* *IV. Exceptions to rules in consonant sounds.* *V. Three rules of stress.*	*1. Discussion of importance of listening to patterned sounds for accuracy of pronunciation.* *2. Students repeat five vowel sounds pronounced by teacher and pattern after approximatel English sound.* *3. Students say alphabet characters, modeling sound given to them by instructor.* *4. Students repeat words dictated which involves exceptions to rules.* *5. Students determine rules of stress through listening to sample words pronounced and state rules.*	*Spanish pronounciation chart* *Flash cards with letters of alphabet* 	*Given any list of Spanish words, student can pronounce them accurately.* *Procedure will include:* *a. pronunciation of vowel sounds individually.* *b. discussion on listening as prime tool in being able to speak Spanish accurately.* *c. individually pronouncing a list of words with correct Spanish pronunciation.* *SAMPLE LIST* *muchacho* *general* *hombre* *José* *ella* *señor* *mosquito* *bravo* *plaza* *cinco* *pequeño* *hace* *metal* *mapa* *chocolate* *Córdoba* *trabajan* *hablamos* *norteamericano* *capital*

Word Detective

GOAL AREA Communication and Computational Skills

SUBJECT Language Arts

GRADE 7

Subject area competencies: *Determine word meaning by using context clues.*

Basic skills: *Reading, context clues*

Career development objective/indicator: *5.1B Develops listening skills. Utilizes good listening skills.*

CONTENT	*METHODS/ACTIVITIES*	*RESOURCES*	*EVALUATION ITEMS*
I. Use of context clues *II. Listening to word clues* *III. Verbalizing ideas*	*1. Discuss how using context clues is a helpful technqiue to figure out the meaning of unfamiliar words.* *2. Teacher introduces passages by writing the key word on board. If anyone recognizes the word, they should not tell the meaning at this point.* *3. Teacher reads sentences orally and students listen for clue words to help pinpoint meaning of the key word.* *4. Students may voice their ideas after each clue sentence is given. Teacher may list responses on board but no reaction should be given to them.* *5. Students check dictionary for correct meaning of word and then find new words and make up clue sentences.* *(Sample words and clue sentences are on next page.)*	*Chalkboard, chalk, eraser* *Dictionary* *Additional target words and attached clue sentences.* 	*1. Exercise with multiple choice answer to determine whether students used good listening skills and whether they were able to formulate a progressive idea of the word meaning.* *2. Students check dictionary for meaning of word.* *3. Students scan dictionary for new word and make up clue sentences.*

EXAMPLES

SCARAB (skar' ə b)

The boy saw the scarab on the floor and gasped softly.

He stooped down to get a better look at the little black spot.

It was surprising to see one in the house.

The thought began to bug the boy.

He stepped on the scarab before it could scurry away.

Its shell was squashed.

PHAETON (fā' ə ton)

The wealthy 19th century couple had their own phaeton.

They used it in their travels.

The gentleman had a hired hand to look after the phaeton.

Initially, the horse seemed to be afraid of the phaeton.

One could travel very comfortably when the roads were dry.

When roads were muddy, the wheels often got stuck, and the phaeton could not move.

WADDY (wod'ē)

Every native man has a waddy.

It is useful during his trips through the wilderness.

It helps in getting food or for security.

Young boys play games by hitting stones with a waddy.

They probably need two hands to use one.

Young men swing them with great force and agility.

Most animals fall easily under the force of the waddy.

I Came, I Saw, I Conquered

GOAL AREA Communication and Computation Skills

SUBJECT Language Arts

GRADE 7-9

Subject area competencies: Verbs in the Past Tense

Basic skills: Listening Skills - Verbs Tenses

Career development objective/indicator: 5.1B Develop Listening Skills/ Utilize Good Listening Skills

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Story Completion A. Use of verbs in past tense B. Oral Expression II. Group Process A. Listening for verbs in the past past tense B. Listening for purpose of retelling	1. The teacher explains that the students are to work in small groups of 4. The students then proceed to count off by four's to form their groups. 2. Place the following on the board: "Tom and Karen always wanted to dance professionally. One day while looking for current events for school, they spotted an ad about a dance contest." 3. Tell them that each group will orally complete the story using as many verbs in the past tense as they can. 4. When each group has finished orally composing its story, the groups will then tell their story to the rest of the class.		Make a list of verbs that were used in the past tense in each group. Teacher obeservation of students ability to retell the story after listening to it.

What Did You See and Hear ?

GOAL AREA Communication and Computation Skills

SUBJECT Language Arts

GRADE 7-9

Subject area competencies: Writing Compositions

Basic skills: Listening, Evaluating, Writing

Career development objective/indicator: 5.1B Utilize Good Listening Skills

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Writing a Description A. Observing and Listening Carefully B. Using Details and Exact Words C. Summarizing II. Writing an Opinion A. Stating Opinion at the Beginning B. Giving Reasons for Your Thinking C. Leaving Out Unnecessary Details	1. Students view a favorite T.V. program and write a description of what they saw and heard 2. Have them copy a description for the same program from the T.V. Guide or newspaper. 3. Students will make a comparison and rate the T.V. Guide description. 4. Have students all view the same T.V. program (or read the same book) and then write an opinion of it (what they thought and why.) 5. Make a "starburst" of occupations that would require good listening skills using "Listen" as the center word. (Newspaper reporter, critic, teacher, etc.) 6. Choose one of the occupations from the "starburst" and write a description or opinion paragraph about it.	Our Language Today Colin, Herman, Martin American Book Company Level G Grade 7 1978 - pp.43-46, 49-50 	1. Read aloud and discuss items No.1 & 2 under Methods/Activities or collect and grade papers. Sample Test: (attached)

SCHOOL WORKERS

GOAL AREA Communication and Computation Skills

SUBJECT Language Arts

GRADE 7-8

Subject area competencies: Effective use of writing and speaking skills

Basic skills: Reading, writing, listening, speaking

Career development objective/indicator: 5.2A Uses writing and speaking skills in school and out of school

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Jobs in School A. Principal B. Vice Principal C. Guidance Counselor D. Nurse E. Media Specialist F. Classroom Teacher G. Secretary H. Custodian I. Cook J. Cafeteria aide K. Bus Driver L. Psychologist M. Speech Teacher N. Coach O. Special Area Teachers P. Others	1. Discuss the wide range of jobs found in a school situation. 2. Students develop a questionnaire to be used to interview various job holders in the school. 3. Working in pairs, students schedule an interview with a job holder selected from a class list. They are to schedule two different interviews. 4. Teams will take turns taping and photographing interview. 5. Taped interview will then be transcribed into written form and an oral report will be made to the class. 6. Summaries and photographs will be displayed in class and/or in the corridor.	School personnel Tape recorder, blank tapes camera (Poloroid)	Student will present a summary of interview in class: oral report followed by a written summary to be used in the display.

inflections

Subject area competencies: Speaking Effectively

GOAL AREA *Communication and Computation Skills*

SUBJECT *Language Arts*

GRADE *7*

Basic skills: Effective Use of Voice

Career development objective/indicator: 5.2A Uses Writing and Speaking Skills in School and out of School

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
Awareness of Voice Inflection *A. Persuasion* *B. Command* *C. Anger* *D. Compliance* *E. Inform* *Effect of Voice Inflection on Communication Between Individuals* *A. Positive Reinforcement* *B. Barriers* *C. Techniques Used*	*1. Students role play a situation in which a consumer attempts to return a defective item to a department store. Students assume different attitudes dictated by their role. At conclusion of the activity have students change the inflection of their voice to see if the outcomes are different.* *2. Class discussion on understanding and interpreting voice inflection* *3. Students record* _Face the Nation_ *and report back to the class the use of voice inflection during the interview and how it could have effected the responses.*	*Written fact sheet outlining the roles played in the activity.* *Tape recorder*	*Students will be asked to identify several different voice inflections that effect communications.* *Students will demonstrate several barriers to effect verbal communication.* 2.1

MAKING SPEECHES

GOAL AREA Communication and Computation Skills

SUBJECT Language Arts

GRADE 9

Subject area competencies: Speech making

Basic skills: Writing, speaking, outlining

Career development objective/indicator: 5.21 Uses writing and speaking skills in school and out of school.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Preparation II. Elements of Speech A. Enunciation B. Eye contact C. Voice clarity D. Gestures E. Voice projection III. Delivery of Speeches IV. Evaluation A. Define purpose? B. Purpose clearly stated? C. Everything related to purpose? D. Purpose accomplished?	1. Students prepare a speech, choosing an appropriate topic which relates firsthand information, is of genuine interest to the speaker and will interest listeners. 2. Students define purpose, gather material and outline their material and also prepare a provocative introduction and conclusion. 3. Students deliver speeches after teacher gives them these hints: a. overcome excessive nervousness; b. know subject thoroughly; c. practice; d. keep purpose in mind; e. relax; f. stand, move about, gesture naturally; g. improve enunciation by sounding words clearly.	Warriner's English Grammar and Composition Third Course Harcourt, Brace, Jovanovich, Inc., NY 1973 	1. Student/teacher evaluation of speech. 2. Teacher evaluation of outlining technique. 3. Teacher evaluation of speeches presented to 4-H, Boy Scouts, Student Council, etc. 4. Teacher evaluation of quiz on kinds of speeches.

Broadcasting

GOAL AREA Communication and Computation Skills

SUBJECT Language Arts

GRADE 9

Subject area competencies: Group discussion and interaction skills

Basic skills: Writing and speaking skills

Career development objective/indicator: 5.2A Uses writing and speaking skills in school and out of school.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Broadcast Technology A. Enunciation B. Pronunciation C. Inflection D. Intensity E. Pitch, volume, etc. II. Salesmanship A. Knowledge of product B. Knowledge of potential consumer C. Cultivation of desire for product D. Anticipation of objections III. Non-sectarian charity organizations IV. Attention getting devices A. Sound effects B. Music	1. Listen to live radio broadcasts or commercials . Discuss commercials. 2. Discuss differences in products advertised on different kinds of programs and at various times of day. Consider sex,age,interests, buying power of targeted listeners.) 3. Show format for radio script writing, stressing time limits (30 seconds) for commercial spot. 4. Students create script, practice using microphone and broadcast techniques, and use live or recorded effects in their commercial. 5. Students work in groups to synchronize voices-music-sound effects. 6. Tape the broadcast.	Radio programs Records/tapes of music and/or sound effects. Speech textbooks which have chapters on radio Library books on radio techniques 	1. Students pass a quiz on radio technique, salesmanship, advertising. 2. Students develop a written script for radio. Teacher evaluates. 3. Students broadcast the script (record on tape or cassette) 4. Tapes are played back for evaluation of content and technical proficiency.

Aerospace Jargon

GOAL AREA Communication and Computation Skills

SUBJECT Aerospace

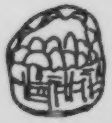
GRADE 7-9

Subject area competencies: *Conversational skills; use of a new and "foreign" terminology system.*

Basic skills: Listening, comprehension, following simple directions

Career development objective/indicator: 5.2A Increases knowledge of a different type of terminology and shows the importance of being able to learn, comprehend and correctly use that "language."

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Message in aerospace language II. International phonetic alphabet A. English as international language of civil aviation III. Pronunciation of numbers IV. Use of specialized words and phrases. V. Parts of a message A. Call up B. Message C. Ending VI. Sample messages	1. On a multi-band radio find the aircraft band and record the conversations between pilots and controllers. Play these for students to familiarize them with the language used. 2. Students look up phonetic alphabet in aeronautical reference material; they spell out own names or addresses using correct pronunciation of letters according to phonetic alphabet. 3. Students demonstrate understanding by using specific aviation related terminology in a message. 4. Students participate in a role playing situation, alternating as controller and pilot, relaying messages from plane to tower.	1. Federal Aviation Admn. Educational Service Branch, Oklahoma City, Oklahoma 2. Jeppeson, Sanderson Inc., Denver, Color. 3. Encyclopedia; books in aviation section (629.13) in library. 4. Pilots handbook of Aeronautical Knowledge, Govt. Printing Office 5. Aviation/Aerospace Fundamentals, text published by Jeppeson Sanderson, Inc. 6. Airport flight service station or control tower.	1. Students write own scripts of conversation between pilot and control tower. 2. Understanding of messages dictated using the phonetic alphabet. 3. Students can design airport layout and issue orders to aircraft directing them from engine start to takeoff, using correct terminology. 4. Students design bulletin board featuring phonetic alphabet with pronunciation key and sample messages.



FIGURATIVELY SPEAKING

GOAL AREA Communication and Computation Skills

SUBJECT E.S.L.

GRADE 7-9

Subject area competencies: Increase mastery of oral language by understanding several English idioms.

Basic skills: Listening, speaking; figurative and idiomatic expressions

Career development objective/indicator: 5.2A Uses speaking skills effectively in and out of school.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Figurative/idiomatic expressions A. Meaning B. Purpose C. Situations II. Relationship of pictures to verbal descriptions A. Literal B. Figurative III. Drawing pictures of idiomatic English	1. Introduce the concept of idiomatic usage by discussing several idioms in students' native language. 2. Explain the humor conveyed through its literal interpretation. Discuss fact that one usually doesn't think of the literal meaning when using idioms. 3. Skills book, page 23. Students read the sentences describing each picture. Explain that artist has shown literal meaning, and therefore they are humorous. 4. Show one dialogue at a time on an overhead and let students read dialogue. (Available in Teacher's Edn.) Have students find picture and compare the literal interpretation with the extended meaning introduced in each dialogue. 5. Discussion: What do you think the purpose of using idioms is? When/where would you use idioms? In school? Church? Business? Sports? Socially? 6. Students pick one idiom from list and draw own interpretation.	Wardhaugh, Ronald, English Around the World, Palo Alto: Scott, Foresman & Co, 1977 Overhead projector and transparencies List of idiomatic expressions. Pencils, drawing paper	1. Class discussion 2. Teacher observation of matching the pictures to the expression and the follow-up activity of drawing an interpretation.

Sample List of Idioms
1. Don't put all your eggs in one basket.
2. Don't let the cat out of the bag.
3. Keep it under your hat.
4. He lost his shirt.
5. He'd give you the shirt off his back.
6. She had to eat her words.
7. It went in one ear and out the other.
8. Keep your eye on him.

WHO AM I ?

Subject area competencies: *Creative writing*

GOAL AREA Communication and Computation Skills

SUBJECT Language Arts

GRADE 7

Basic skills: *Adjectives*

Career development objective/indicator: 5.2A Uses writing and speaking skills in school and out of school.

CONTENT	*METHODS/ACTIVITIES*	*RESOURCES*	*EVALUATION ITEMS*
I. Self description A. Phrases that describe B. Descriptive paragraph II. Specific adjectives	1. Ask students how they would describe their physical appearance to a pen pal without sending a picture. List all answers on board. 2. Have each student write a paragraph describing his/her physical appearance. They must be specific so they will be recognizable without their name appearing on the paper. Read answers aloud. 3. Select colors to describe ourselves (hair color) and make them more exact. E.g., what other words can describe brown? (coffee, cocoa, mocha, chocolate) 4. Have students use a dictionary or thesaurus to locate other adjectives for their paragraphs.	Chalkboard Thesaurus Dictionary 	1. Teacher observation and comparison between original and corrected descriptive paragraphs written by students. a. Did students use more exact language in their description of themselves? b. Did students use Thesaurus and dictionary effectively? 2. Class discussion on whether the paragraph adequately described the person. a. Were the students able to identify the author? b. Were the adjectives used creative and descriptive?

Personal Letters

GOAL AREA Communication and Computation Skills

SUBJECT Business Education

GRADE 9

Subject area competencies: Personal letter writing

Basic skills: Writing, discussion

Career development objective/indicator: 5.2A Uses writing and speaking skills in school and out of school.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. When personal letter is used II. Parts of personal letter A. Return address B. Date C. Inside address D. Salutation E. Body F. Close G. Sender's name H. Signature III. Important points A. Careful planning B. Brief and to the point C. Accurate D. Complete E. Courteous F. Attractive	1. Discuss with class when they might have an occasion to write a personal letter. 2. Pass out a copy of a personal letter and explain parts to class. 3. Students will type the sample copy using appropriate format. 4. Students will clip an ad from magazine or newspaper on something they would like more information about and will write their own letter. 5. Letters will be read anonymously in class with class making comments and suggestions. 6. Students rewrite letters and type in appropriate format the final copy of the letter.	Typing I General Course Lloyd, Winger, Rowe Copy of personal letter Newspaper or magazine ad 	1. Students will identify parts of a personal letter. 2. Students will be able to write and type a personal letter in appropriate form.

five W's

Subject area competencies: Writing

GOAL AREA Communication and Computation Skills

SUBJECT Language Arts

GRADE 8

Basic skills: Writing complete sentences, skimming for information, reading reports aloud. Writing using correct grammar and punctuation.

Career development objective/indicator: 5.2A-Uses writing and speaking skills effectively/Uses writing and speaking skills in school and out of school.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Skimming to find information about a specific event. (Find out who? what? when? where? why?)	1. Use the students' history book. Tell them to turn to a chapter that they have previously read. Tell the students to skim the chapter to find the answers to the following questions. a. Who? b. What? c. When? d. Where? e. Why?	1. Building the American Nation; Harcourt Brace Jovanovich, Inc., USA 1971.	1. Students must turn in a written report which will be evaluated in the following manner: a. Use of correct punctuation b. Use of correct sentence structure c. Correct reporting of the facts.
2. Compiling the above information into a short report. Writing complete sentences using correct grammar and punctuation.	2. Tell the students to pretend that they are a radio newscaster. They have to report on the event that they have researched. They must write their reports in complete sentences using correct punctuation and grammar. They may begin their "newscasts" by writing "This is (name) reporting for WDAS news..."	Who? What? When? Where? Why?	2. Students will receive credit for taping their reports.
	3. After all newscasts have been graded in terms of correct punctuation and grammar, each student will read his report into a tape recorder. After all "newscasts" have been recorded, the students will listen to the class' news show.		

Write It!

GOAL AREA	Communication and Computation Skills
SUBJECT	Language Arts
GRADE	7-9

Subject area competencies: Mastery of the form of a business letter

Basic skills: Writing, spelling

Career development objective/indicator: 5.2A Uses writing and spelling skills in school and out of school.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Business letter A. Heading B. Inside address C. Greeting D. Body E. Closing F. Signature II. Practical uses A. Requesting information 1. Reports 2. Social activities B. Employment	After teaching proper form for a business letter, have students select one of the following activities: 1. Write to the Government Printing Office, Wash., D.C. 20401 to ask for their free catalog of pamphlets. 2. Write to your local recreation commission to ask for a list of their summer activities and programs. 3. Write to a local business to ask if they have a program where students can be employed on a part-time basis. 4. Write to a local TV station. As president of your Careers Club, you would like to know if you can arrange for a tour of the television station to explore types of employment involved.	Our Language Today, Level G, Grade 7, David Conlin, George Herman, Jerome Martin, American Book Co., 1978 	Students will be evaluated on the form and content of their letters. Sample Task: Given a list of ways in which to begin to explore part-time job opportunities, they will be able to choose the most practical. Sample Item: You are trying to decide where you will work this summer. Your choices are: a summer camp in another state; a resort hotel in the mountains; a motel and restaurant at the seashore. You should first: 1. Take a trip to these places and see what's available. 2. Write and ask for an application and a list of available positions. 3. Ask your friends if they know anyone that works there who could help you.

LETTERS

Subject area competencies: Writing a business letter

GOAL AREA Communication and Computation Skills

SUBJECT Language Arts

GRADE 9

Basic skills: Writing

Career development objective/indicator: 5.2B Uses writing and speaking skills in school and out of school

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Business letter vs. friendly letter II. Types of business letters A. Request B. Order C. Complaint or adjustment III. Parts of business letter A. Heading B. Inside address C. Greeting D. Body E. Closing F. Signature G. Name of signer IV. Business letter for applying for jobs. V. Business letter for ordering materials.	1. Show copies of a business letter and a friendly letter. Have students point out differences; discuss any they missed. 2. Discuss times a person would want to write a business letter. Inform students of three reason when a business letter is appropriate. 3. Students contribute ideas of when request letters would be helpful in developing a career; when order letters would be helpful in developing a career. 4. Discuss parts of business letter. Students should memorize them and their location in the letter. 5. Have students write a business letter requesting a job application for an interesting job they find in the newspaper. 6. Students use the Occupational Outlook Handbook and order further information on three careers they choose, writing business letters to request this material.	1. Sanford, A. Using English: Grammar and Writing Skills. Harcourt Brace, Jovanovich, 1979 pp. 209-216 2. Stanchfield, J. Skillbook: Summit, Houghton-Mifflin, Boston 1979, p. 58, 74. 3. Occupational Outlook Handbook, '78-'79, US Dept. of Labor Statistics. 4. Local telephone directory. 5. Local newspaper's classified section.	1. Formal test on parts of a business letter. 2. Students can be given dittos of letters to correct, adhering to the rules of a business letter. 3. Students utilize Occupational Outlook Handbook and send out business letters to obtain information on particular careers. 4. Students write correct business letters requesting applications for employment. MAIL 314 SMYTH

Designs

GOAL AREA Communication and Computation Skills

SUBJECT Language Arts

GRADE 7

Subject area competencies: Working in design

Basic skills: Use ideas for practical purposes, communication skills

Career development objective/indicator: 5.3A Identifies communication skills needed in a variety of career clusters and levels.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Study/compare newspaper advertisements II. Investigate new food product package design III. Design jobs and communication skills IV. Plan advertisement	1. Students collect several newspaper advertisements which combine pictures and words effectively. 2. Each student selects one ad and describes basic message, reporting how this message is presented and how the words and pictures make an impact. 3. Student selects a product and designs an ad of his/her own. 4. In pairs, students role play a client having a new food product package designed. The designer takes notes about the product. The producer describes need for and benefit of product. 5. Packaging requirements decided (size, shape, attracting features). 6. Designer and producer write a newspaper article describing new product. 7. Interview local designers who use extensive communication skills, finding out about education required, job satisfaction, future goals, hours worked, fringe benefits.	The New York Times, and/or other major city newspaper. Local newspaper New food products purchased in students' homes Personal interviews with local workers Recently read book	Teacher will evaluate and grade content and creativity of each student's report and design, including concepts, insights, observations, ingenuity, communication.

Methods/Activities (continued)

8. Each student designs a book jacket for a recently read book, and writes a brief review or promotional "blurb" to go on the cover.
9. Display book jackets on bulletin board.

Communicating on the Job

Subject area competencies: Language arts, creative, writing, dramatization

GOAL AREA Communication and Computation Skills

SUBJECT Language Arts

Basic skills: Imaginative wr-ting

GRADE 7-9

Career development objective/indicator: 5.3A Relates communication skills to careers.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Occupations where communication skills are needed II. Situations given for occupations III. Role playing IV. Evaluation V. Matching occupation with situation	1. Discuss careers where communication skills are needed, including situations involving communication skills. (Reporter, politician, homemaker, telephone operator, etc.). Can use comic books. 2. List careers on board and discuss situations for each career which involve communication; e.g., reporter writing about an accident; politician discussing local issue; homemaker writing letter of complaint; telephone operator handling complaint, etc. 3. Students break into small groups and write script for chosen occupation and situation. Each group role plays the situation. 4. Complete ditto of matching careers and situations.	Popeye Comic Communication Careers Comics. Publ. King Features, 1972. 235 E. 45th St. NYC 10017 	Teacher evaluation of pupil participation Mix and Match ditto

MIX-MATCH TEST (EXAMPLE)

Relating communication skills to careers.

Using the space before each number in column A match with letter related to situation from column B.

(1) ____Reporter
(2) ____Politician
(3) ____Homemaker
(4) ____Telephone Operator
(5) ____Publicity Manager
(6) ____Writer of stories
(7) ____Travel Agent
(8) ____T.V. Newscaster
(9) ____Dance Instructor
(10)____Tour Guide

(a) The building on your right...
(b) A round trip by plane...
(c) Terrifically talented artist...
(d) The accident occurred ...
(e) My recently purchased refrigerator...
(f) Slide step-step...
(g) On a beautiful night in June...
(h) I'm terribly sorry that line is out of order...
(i) Now we will go to live broadcast...
(j) My platform on increased taxation...

Writing the News

Subject area competencies: Language/grammar skills

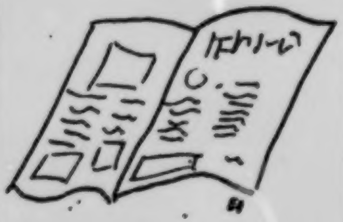
GOAL AREA Communication and Computation Skills

SUBJECT Language Arts

GRADE 7-9

Basic skills: Written communication

Career development objective/indicator: 5.3A Identifies communication skills needed in a variety of career clusters and levels.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Front page articles A. Common characteristics B. Information given II. Communication and media cluster occupations III. Elements of good reporting. IV. Discussion of news articles V. Guest speaker - news reporter A. Job responsibilities B. Typical assignments	1. Read and discuss several current newspaper front page articles. 2. List common characteristics such as important national, local and international events. 3. Discuss how article presents information: direct; factual; concise. 4. Introduce Communications and Media DOT Cluster occupations, including news reporter, editor, sports writer, feature writer, etc. 5. Focus on news reporters. List essentials of a good news report to include: WHO? WHERE? WHEN? WHAT? 6. In pairs, students discuss elements of three current news articles. (See #5). Students underline each element in a separate color, identifying Who? and Where? in one article, When? and What? in the second article, and unimportant information in third article. 7. Display underlined articles in a prominent place.	New York Times Washington Post New York Daily News Local papers Community speakers 	Exam to include such questions as: 1. Elements of a good news article are: A. Who? Where? B. When? What? C. Both A and B 2. A news article is most likely found on the: A. Editorial page B. First page C. Sports page 3. Which newspaper article will most likely be found on the front page: A. Foreign crisis B. Marriage of Mary Dove to John Doe C. Local PTA meeting

Writing in the News (continued)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
	8. Each student selects one topic for a news article to be written as a "news assignment:" - Fire raging in neighborhood shopping center - Unexpected visit by VIP - Danger of local floods caused by heavy rains - Major power failure in community 9. Invite reporter from local newspaper to speak with class about job responsibilities and typical assignments. 10. Pairs of students exchange "news assignment" articles to find the criteria and characteristics of a school news report. Share results with each others.		

ROUGH DRAFT

Subject area competencies: *Typing from rough draft copy*

Basic skills: *Listening, reasoning, writing, typing from rough draft copy*

Career development objective/indicator: *5.3A Identifies communication skills needed in a variety of career clusters and levels*

GOAL AREA Communication and Computation Skills

SUBJECT Business Education

GRADE 9

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Rough draft copies II. Reasons for using rough drafts III. Proofreader's marks IV. Careers in which drafts are used V. Everyday use of rough drafts	1. Discuss rough draft copies 2. Discuss reasons for using rough drafts - add material - delete material - change format 3. Discuss and demonstrate proofreader's marks 4. Discuss careers using rough draft copies - executives - lecturers - proofreaders - secretaries - stenographers - teachers - typists - writers 5. Everyday use of rough drafts - personal use, e.g., letters, school work, compositions, term papers.	Lessenberry, D. D., et al. Century 21 Typewriting, Second Edition. Cincinnati: South-Western Publishing Co., 1977, pp.IX, 158, 163. Occupational Outlook Handbook ROUGH DRAFT	Evaluation can be done in a variety of ways: 1. Type a letter from straight copy, proofread and make rough draft corrections, then retype the letter from the rough draft copy. 2. Type a timed writing from rough draft copy. 3. Compose a report listing careers that would use rough drafts and a short description of the career. Revise the report using proofreader's marks and retype the report.

Bilingual

Subject area competencies: Identifying jobs requiring bilingual skills

GOAL AREA Communication and Computation Skills

SUBJECT Foreign Language

GRADE 9

Basic skills: Reading

Career development objective/indicator: 5.3A Relates communication skills to careers and identifies where special communication skills needed in a variety of careers.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Identification of jobs requiring bi-lingual skills II. Qualifications for jobs in fields of interest	1. Read sample want ads and list jobs requiring bi-lingualism along with other skills. 2. Watch filmstrips on careers requiring foreign language skills. Add these jobs to list begun in #1. 3. Select a job from the list made and look up its qualifications. 4. Discuss people you know who use bi-lingualism in their jobs. 5. Follow up could include invitation to people in community who use bi-lingual skills in their jobs: i.e., stewardess, immigration officer, manager of import-export firm, social worker, etc.	New York Times, or other major city newspaper (classified ads) Local newspaper Filmstrips, such as: Your Career and Foreign Languages, Part I: Communications Part II: Travel & Finance Part III: Health and Public Service Careers Gessler Publishing Co, NY There's A Language in Your Career, Tamarkin-Wilkins Assoc., West Hartford, CT, 1977 Foreign Languages and Your Career, US Dept. of Labor Statistics, 1978, Occupational Outlook Handbook	Given a job description, the students will be able to identify whether it requires special communication skills. 1. From the classified section of the paper, list all the jobs requiring bilingual skills. 2. List the qualifications of four jobs for which a foreign language is a requirement or an asset. 3. Write a letter of invitation to a person in the community who uses bilingual skills in his/her job. 4. Write questions to be used in interviewing the guest speaker.

RESEARCH

Subject area competencies: *English*

GOAL AREA *Communication and Computation Skills*

SUBJECT *Language Arts*

GRADE *7*

Basic skills: *Speaking, listening*

Career development objective/indicator: *5.4A Identifies situations in which research skills are needed.*

CONTENT	*METHODS/ACTIVITIES*	*RESOURCES*	*EVALUATION ITEMS*
I. Introduction to research methodology *II. Research skills in the learning process* *A. Gathering info* *B. Proving hypothesis* *C. Comparisons/contrasts* *D. Decision making* *III. The value of research skills* *IV. Need for self-dependence* *V. Use of research skills in various disciplines and careers*	*1. Teacher defines "research" and leads class discussion on methods of research, available tools, and reasons for mastery of said skills.* *2. Discussion of importance of research skills in the learning process: gathering information; proving a hypothesis; making comparisons and contrasts; and assisting in decision making.* *3. Students respond to career situations which deal with individuals who possess the following characteristics:* *a. independent, decisive* *b. dependent, insecure* *c. aggressive, out-spoken* *d. quiet, introverted* *4. Discuss how above may/may not achieve personal goal.* *5. List careers and activities in which research skills are useful and needed.*	*Career center resources* *Media center resources* *Language arts resources*	*1. Student participation in class discussion* *2. Completed list of selected careers and activites, developed cooperatively by students and teacher, where research skills are useful.* *3. Students write a paper on the role of research in a person's life.*

USING a CHECKBOOK

GOAL AREA Communication and Computation Skills

SUBJECT Math

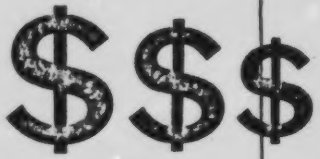
GRADE 7

Subject area competencies:
Learning to Use a Checkbook

Basic skills:
Computation

Career development objective/indicator: *5.5A-Uses computational skills effectively/Masters computational skills appropriate for grade and interest.*

CONTENT	*METHODS/ACTIVITIES*	*RESOURCES*	*EVALUATION ITEM(S)*
I. Using a check book *a. Writing checks* *b. Balancing a checkbook* *c. Reconciling the bank statement* *d. Know "Life" of a check.* *II. Advantages of checking accounts.*	*1. Pupils will use teacher made checkbook, with a specific amount of money in the account.* *2. Pupils will make a diagram of the life of a check from the time it is written until it is returned in the bank statement. (from teacher presentation)* *3. Pupils will write checks Note accuracy of:* *1. date* *2. Payable to:* *3. numerals* *4. numberwords with numerals* *5. memo* *6. signature* *4. Pupils will keep a running balance sheet.* *5. Pupils will complete 7 other checks as dictated.* *6. Pupils will balance checkbook when bank statement is returned.*	*1. Teacher-made checkbooks for each student.* *2. Sample balance sheet.(teacher-made)* *3. Sample bank statements (teacher-made)*	*1. Student's check books will balance.* *2. Bank statement and individual balance sheets will be completed correctly.*



CHECK REGISTER

CHECK #	DATE	CHECK ISSUED TO	AMOUNT OF CHECK		✓	DATE OF DEPOSIT	AMOUNT OF DEPOSIT		BALANCE 750. 00	

#______
13-427
000

______19__

Pay to the
order of______________________________$______________

____Dollars

Memo______________ ______________________________

The Price is Right

GOAL AREA Communication and Computation Skills

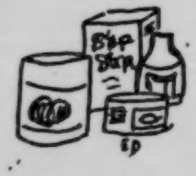
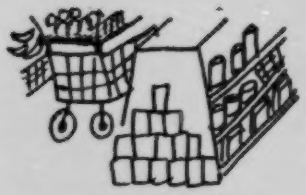
SUBJECT Mathematics

GRADE 7-9

Subject area competencies: Unit pricing

Basic skills: Math computation, division

Career development objective/indicator: 5.5A Masters computational skills appropriate for grade level and interests.

CONTENT	*METHODS/ACTIVITIES*	*RESOURCES*	*EVALUATION ITEMS*
I. Unit price concept *II. Calculating unit prices.* *III. Shopping properly and economically* *IV. Using unit pricing to choose best buy* *V. Shopping trip.*	*1. Teacher explains the term "unit price" and discusses its advantages to save money while shopping by effectively comparing prices.* *2. Teacher presents practical problem. Which is the best buy: a small jar of tomatoes at 89 cents for 8oz. or a large jar at $2.10 for 20 oz.? Teacher shows class how to compute unit price.* *3. Emphasize that the lowest unit price is the best buy, unless lower price is result of product being nearly out of date. This should be checked and taken into consideration before purchase.* *4. Emphasize that they key item is always the weight of the product not the name of the size (e.g., Giant).* *5. Discuss steps to be used in purchasing: check unit price, check dates of last allowable sale, check ingredients.* *6. Teacher picks 10 items of various sizes of same products. Students calculate a typical order and try to pick most economical basket.* *7. Students shop with parents, or class makes trip to supermarket.*	*paper, pencil* *calculator* *samples of different sizes of packaged or canned items.* *local supermarket* 	*1. Teacher checks accuracy of student's unit pricing calculations.* *2. Teacher reviews written list of unit prices.* *3. Class discussion and summary of examples where non-obvious sizes are the better bargain.* *4. Assignment made to calculate unit pricing on a shopping trip, with parents or with class.* 

BAR GRAPHS & WANT ADS

Subject area competencies: Bar graphs

GOAL AREA Communication and Computation Skills

SUBJECT Mathematics

Basic skills: Practical math

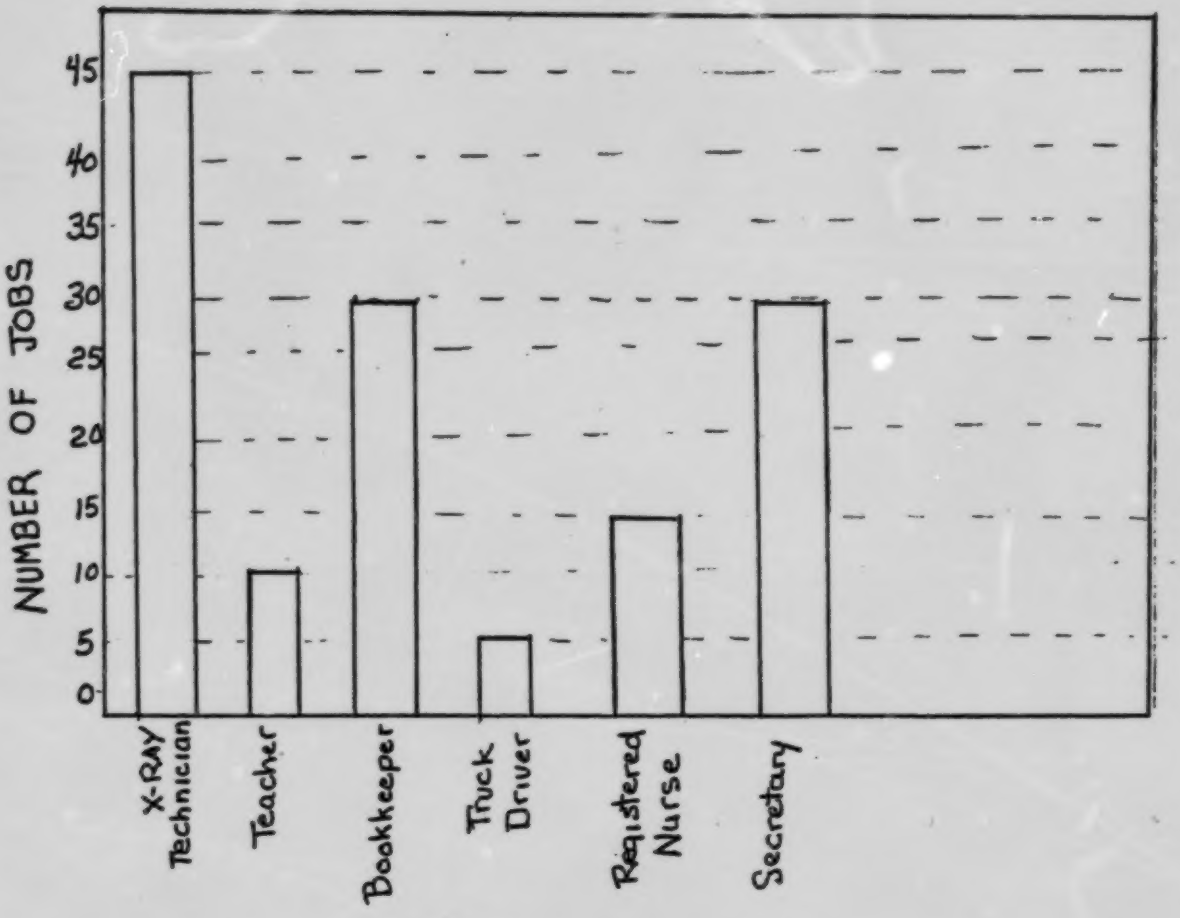
GRADE 7-9

Career development objective/indicator: 5.5A Masters computational skills appropriate for grade level and interests.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Definition of bar graph II. Discussion III. Distribution of want ads A. Analysis of job openings B. Development of list of 10 career areas IV. Explanation of bar graph V. Completion of bar graph VI. Availability of careers. VII. Comparisions and differences VIII. Evaluation	1. Students give their definitions of a bar graph, putting examples on board. 2. Discuss set up of bar graph and what information it can tell you. 3. Using the Sunday want ads, students study job openings in their community in these 10 career areas: X-ray technician; registered nurse; auto mechanic; bookkeeper; drafts person; electronic technician; teacher, truck driver, teller, secretary. 4. Students make a bar graph of the above, marking the openings in multiples of 5 to 25. 5. Discuss the student-made graphs and analyze availability of careers in the community. 6. Students do the same exercise on the following Sunday, comparing the availability of jobs from the previous week. 7. Give a bar graph worksheet to evaluate each student.	Mathematics by Ernest R. Duncan, Houghton Mifflin, Co., Boston, 1978 (or any comparable text) Sunday edition of local paper on two consecutive Sundays. 	Teacher evaluation of individual bar graphs made by students. Activity sheet (attached)

ACTIVITY SHEET

JOB OPENINGS



1. How many job openings are there in the medical field? ____________
2. What career has twice the amount of openings as the job openings for a truck driver? ____________________
3. What 2 careers have the same amount of job openings? ___________ and ___________
4. How many job openings are there for a person who likes to travel and be outdoors? ____________________
5. How many careers have 10 or more job openings? ________________________________

Answers:
1. 60
2. Teacher
3. Bookkeeper & Secretary
4. 5
5. 5

Stocks & Stockholders

GOAL AREA Communication and Computation Skills

SUBJECT Social studies and math

GRADE 7-9

Subject area competencies: Math computation skills

Basic skills: Math, reading, writing, spelling

Career development objective/indicator: 5.5A Masters computational skills appropriate for grade level and interests.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Types of business ownership. II. Methods of selling stock III. Terms in New York Stock Exchange listings IV. Computing profit V. Occupations represented in a brokerage firm VI. Class trip	1. List businesses solely owned, in partnerships and companies, by people in the community. 2. Discuss types of businesses: single proprietorship; partnership; corporation. 3. Assign questions regarding the stock exchange, its history and the requirements of a company to list its stock. Discuss the role of brokerage firms, local and in New York. 4. Students review a copy of the stock exchange listings and copy meanings of abbreviations used in the listings. 5. In small groups, students will select four company listings and compute profit or gain if they purchased 100 shares of each at the 12-month low and sold it at the last price. 6. List and discuss types of careers at a brokerage firm. 7. Plan class trip to New York Stock Exchange (or local broker, if NY is not accessible), and tour Merrill Lynch and the World Trade Center.	The World Book Encyclopedia How to Buy Stocks, 6th Rev. Ed., Louis Engel with Peter Wyckoff, Banton Books, Inc. 1977, Chapter 2 The New York Times Merrill Lynch is for Special People Merrill, Lynch, Pierce, Fenner & Smith, Inc. One Liberty Plaza New York, N.Y. 10080' New York Stock Exchange 11 Wall Street New York, N.Y.	Students calculate percent of profit or loss, given specific examples of stock investments. See questions.

DEFINITION OF TERMS IN NEWSPAPER

12 month High Low	The high low closing price per share during the last 12 months.
Stock	The name of company trading stock
Div.	Dividend on a yearly basis
Yld %	Estimated amount you will make this year on each share
P E Patio	Price per share of stock over earnings per share
Sales Hds.	Sales in hundreds
Week's High Low	The price per share the stock traded for at the highest and lowest figure
Last closing	Last closing figure on price per share
Net chg.	Plus or minus. Gain or loss

QUESTIONS

1. What is the stock exchange?
2. What do stockbrokers receive for their services?
3. How can you get your company's stock listed?
4. What alternative is open to a company that does not meet these requirements?
5. What causes stocks to fluctuate (change) in value?
6. How would you go about buying stock?
7. Explain how you can become a member of the New York Stock Exchange.

CARS

Subject area competencies: Averaging

Basic skills: Addition and division

Career development objective/indicator: 5.5A Masters computational skills appropriate for grade level and interests.

GOAL AREA Communication and Computation Skills

SUBJECT Mathematics

GRADE 7-9

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Introduction of averaging II. Demonstration III. Discussion of cars A. Personal preference B. Cost IV. Evaluation	1. Introduce the concept of averaging and demonstrate the process by finding out the average time that students wake up in the morning, selecting the times of five students. 2. Discuss other things for which an average can be found (height, age, etc.). 3. Discuss students' preferences of cars, enumerating the make, year, color, number of doors, cylinders, radio, etc. Discuss how all of these things affect a car's price. 4. Have students look in "Autos for Sale" section of newspaper and cut out 4 or 5 ads for the car of their choice. Have them figure out the average price for the car, based on the ads. 5. Discuss and compare average prices.	NIE Newspaper in Education, Asbury Park Press, Asbury Park, NJ 07712 Local newspaper automobile ads 	1. Correct averaging of car price

WHAT WILL IT CO$T ?

Subject area competencies: Scale drawing, addition of money

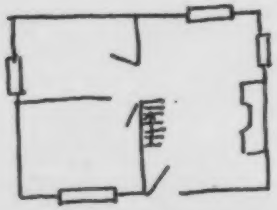
GOAL AREA Communication and Computation Skills

SUBJECT Family Living, Math, Industrial Arts

GRADE 7-9

Basic skills: Make floor plan of house and add costs

Career development objective/indicator: 5.5A Masters computational skills appropriate for grade level and interests.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Scale drawing of house II. Furniture and applicances III. Approximate cost of furniture and applicances IV. Jobs that relate to home planning and furnishing.	1. Students create a rough floor plan for a family house or a condominium. (Scale can be done in metrics or inches) 2. When floor plan is complete, each student will furnish the inside rooms with furniture and applicances, using pictures and ads from the local paper. 3. Teacher will decide if furnishing should be done within a set cost or if students will have freedom to spend. 4. Students save prices of each item and total them for each room. Then, total the cost for the entire house. 5. Discuss what yearly income would be needed to furnish such a home and what type of careers would give that income. 6. Discuss the careers involved in planning and furnishing a home..	Local newspaper paper, pencil, scissors NIE Newspaper in Education Asbury Park Press Asbury Park, NJ 07712 "Middle School Activity Sheets"	Presentation of scale drawings and total cost of furnishing the home. Discussion of feasibility of costs, careers involved in planning, building, and furnishing a house. 

COUNTING CALORIES

Subject area competencies: Determining individual daily caloric intake

GOAL AREA Communication and Computation Skills

SUBJECT Home Economics

GRADE 9

Basic skills: Addition and multiplication skills, Using a formula, Research and comparison skills.
Career development objective/indicator: 5.5A By mastering computation skills appropriate for grade level and interests, students will use computation skills effectively

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Preparation of a 3 day food record (including approx. amounts) A. All food eaten at regular meals B. All snack foods C. All fluids II. Formula for determining caloric needs A. Boys (13-15 yrs) "29" B. Girls (13-15 yrs yrs.) "24" (24 and 29 equal calories per lb. per day) C. Desired weight X calories per lb. per day = calories needed to maintain weight.	1. Have each student prepare a 3-day food record in advance of this lesson. (use attached form) 2. On the chalkboard, write the formula for determining caloric needs and explain. (see content for formula) 3. Have each student determine their caloric needs using the formula. 4. Distribute lists of the caloric values of foods. 5. Using their individual 3-day food records have students find the caloric value of each food consumed. 6. Have the students add the number of calories consumed each day. 7. Have students compare actual caloric intake with recommended caloric needs (found by using formula) and record the results. (Example - actual caloric intake EXCEEDS, IS LESS THAN, or IS THE SAME AS - recommended caloric needs) 8. Have students draw conclusions as to their caloric intake.	1. Daily food record forms (copy attached) 2. Caloric listings for foods (These lists are readily available in most foods texts) Content (continued) III. Caloric value of foods consumed (use calorie charts) IV. Comparison of caloric needs vs. actual caloric intake.	Given the formula, DISIRED WEIGHT X CALORIES PER POUND PER DAY EQUALS (=) CALORIES NEEDED TO MAINTAIN WEIGHT, the students will determine their recommended daily caloric needs and individual caloric intake. In order to determine the accuracy of each student's caloric assessments, the teacher will evaluate the results of each computation.

saving water

GOAL AREA Communication and Computation Skills

SUBJECT Mathematics

GRADE 5.5A

Subject area competencies: Data collection

Basic skills: Math computation: subtraction, multiplication, charting

Career development objective/indicator: 5.5A Masters computational skills consistent with grade level and interests.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. How to read a water meter II. How to compute number of gallons used daily III. Daily log IV. Bar graphs	1. Discuss the water crisis and the meaning of conservation as well as ways to conserve water, especially at home. 2. Using the 50 gallon/day/person guideline, have students compute how much water their family should be using daily. 3. Students find their water meters at home, checking to see if it is a digital meter or one with a needle indicator. Discuss how each is read and that numbers indicate cubic feet, not gallons. 4. Students record cubic feet on meter at home daily for four weeks, noting daily usage. 5. Students convert cubic feet to gallons by multiplying daily total by 7.5. 6. Make chart of daily usage, averaging the daily usage after the four weeks. 7. Make a bar graph illustrating the same thing, noting whether family went over its allotment. 8. Students are encouraged to use conservation techniques to keep family's usage within the allotment.	Water meter Chart paper Bar graph	1. Teacher checks student's calculations for accuracy. 2. Teacher checks chart for correct usage and daily completion. 3. Teacher checks bar graph for correct usage. 4. Does graph show that student is conserving water?

pay check

GOAL AREA Communication and Computation Skills

SUBJECT Consumer Education

GRADE 9

Subject area competencies: Money management

Basic skills: Mathematics

Career development objective/indicator: 5.5A Masters computational skills appropriate for grade level and interests.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Definitions of money management terms II. Abbreviations for payroll taxes III. Gross/net pay computation IV. Computation of family's net worth	1. Presentation of definitions of money management terms: assets, irregular expenses, liabilities, net income or take-home pay, net worth, regular expenses 2. Classify a list of items into categories. 3. Presentation of definitions for payroll taxes: FICA, FIT, SIT, SUI. 4. Have students do math problems to compute: a. gross pay/ net pay b. assets - liabilities = net worth	1. General Business for Economic Understanding 11th Ed., South-Western Publ. Co., p. 197-208 	Teacher made test using following material: a. define money management terms b. classify money management terms c. define payroll tax terms d. solve math problems on net pay and gross pay e. solve math problems on assets, liabilities, and net worth.

Chart

Maximum family allotment:

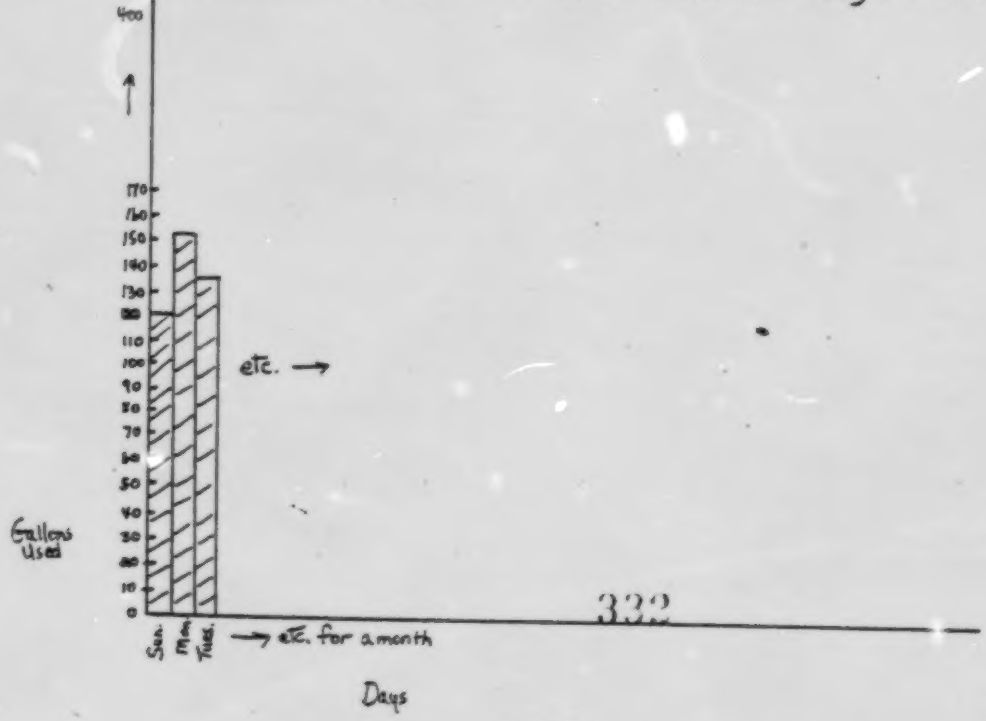
____ gallons per day

Number of Gallons of Water Used Per Day

Days and Weeks	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total
1st Week	cubic feet / gallons	cubic feet / gallons						
2nd Week								
3rd Week								
4th Week								

Bar Graph (Use Graph Paper)

Number of Gallons of Water Used Each Day for a Month



CAREER & SUBJECTS 6

6.1 Identifies career implications of school experiences.

A. Explores careers and plans school experiences in terms of personal interests and skills already learned.

1. Use filmstrips or visuals, "Why Math? Why Me?" from Everyday Living and Related Math series by Creative Visuals Educational Materials. Follow the fimstrip with a discussion of:the reasons for studying math, types of higher level math courses, related careers, family occupations, the role of math in our society.

2. Provide students many opportunities to explore personal interests and apply them in career exploration and planning. In an art class, for example, students discuss ways in which interest in and knowledge of basic art principles can help in other course work as well as become an occupational area for some.

3. Biology. Students bring soil samples in to be tested. Based on the tests, students plan a program of soil improvement. Plan a garden based on soil conditions.

4. Have students write papers on their personal interests and skills and how they have developed. Example: How school work helps me on my camping trips.

❖ 5. Science, "Honey Bees" p.192

6.2 Relates specific school experiences to job requirements.

A. Understands career implications of specific subject matter.

❖ 1. Earth science, "Weather" p.193
❖ 2. Business education, "Accounts Payable" p.194

❖ 3. Social studies. Following a study of the structure of the communist party and its control of the Soviet government, students consider the usefulness of this kind of knowledge to individuals in various occupations. See worksheet, "Careers and Communism." p.195

4. Science. Students study household labels relative to a) kitchen products; b) cleaning products; c) medicine chest; d) garden; e) workshop. Make lists of chemical products and classify them according to type of product (use) and frequency of use. Make a separate listing of safety precautions governing their use. In addition, students note companies that produce these products.

        What companies are local or within commuting distance? Follow up with a discussion of occupations associated with production of chemicals and chemical products. Include field trips and speakers if possible.

- ◆ 5. Science, "Communications" p.196
- ◆ 6. Science, "Lenses" p.197
- ◆ 7. Mathematics, "Area" p.198
- ◆ 8. Language arts, "Writing" p.199
- ◆ 9. Social studies, "Maps I" p.200
- ◆ 10. Mathematics, language arts, "More Flow Charts" p.201
- ◆ 11. Language arts, "English Skills" p.202
- ◆ 12. Mathematics, "Geometrics" p.204
- ◆ 13. Business education," Wills and Manuscripts" p.207
- ◆ 14. Georgaphy, "Urban Planning" p.208
- ◆ 15. Social studies, "Maps II" p.209
- ◆ 16. Science, "Lab Work" p.210

B. Explores careers in terms of educational requirements.

1. Mathematics. Assign students the task of showing how mathematics relate to specific occupational areas. For example, how musicians use math, computer careers and math, science and math, mathematics in research, math used in food preparation, math and land engineering (surveying), mathematics and architecture, building and interior decorating. Have students discuss their findings; be sure to include a diversity of occupations and types of math.

2. Mathematics. Develop a matrix of types of math (x) and examples of occupations (y). Have students note on the matrix which occupations use which kinds of math.

◆ 3. Science, "Science and Teamwork" p.211

6.3 Develops an educational plan to address career choice.

A. Identifies skills associated with careers that are learned in school.

◆ 1. Language arts, social studies, "Time Lines" p.212
◆ 2. Business education, "Tabulation" p.213
◆ 3. Business education, "Discounts" p.214

4. Use public speaking skills acquired in language arts classes to role play speeches or presentations by teachers, politicians, debaters, lawyers, salespeople, etc.

5. Use activity sheets listing school co-curricular clubs and activities. Students consider skills needed for or developed in each one. Discuss the relationships between school activities and practical application in the job market.

◆ 6. Business education game, "Career Concentration" (suitable for adaptation to other subjects) p.215
◆ 7. Mathematics, "When Will I Use This?" p.217
◆ 8. Science, "Shock Waves" p.219
◆ 9. Business education, Sales. p.220

◆ 1 . Mathematics, "Profit and Loss" p.221

B. Relates school subjects to their career implications.

◆ 1. Mechanical drawing, "Tech Drawing" p.222
◆ 2. Mathematics, "Stocks" p.223

3. In connection with a study of punctuation, identify and discuss occupations that relate to or require an accurate knowledge of punctuation. Examples include proofreader, editor, writer, lawyer, journalist, secretary, typesetter.

4. Students study newspaper production and produce their own newspaper. Take a field trip to a local newspaper. List all jobs that are associated with newspaper production and note skills needed for each.

5. Language arts, art. Students make a career collage by selecting a school subject and depicting in words and pictures a variety of occupations that use skills learned in that subject. Share and display collage.

6. Guidance. Students list personal skills learned in school subjects. Take the D.A.T. and discuss results. Develop an individual plan based on tentatiave occupational choice, school subjects taken, personal skills.

❖ 7. Any subject, "Pyramid of Success" p.224
❖ 8. Science or industrial arts, "Wood In Your World" p.226
❖ 9. Language arts, "Greek Roots" p.227

10. In social studies, students study the occupations held by historians and other social scientists. Reference: Mitchell, Joyce. The Classroom Teacher's Workbook for Career Education, New York: Avon, 1979.

6.4 Relates personal skills to subjects learned in school.

A. Shows how personal skills can enhance school and work performance.

1. Students generate lists of personal skills such as: leadership; photography; knowledge in specific areas; strength (physical); dependability; writing; swimming; organization; self discipline. Discuss ways in which these skills are helpful in school work:
    - skills and planning help me in project work;
    - leadership helps me in group activities;
    - strength and skill help me participate in physical education, in sports;
    - self discipline helps me complete work.

2. Have students list personal skills they have learned in places other than school:
    - At camp, I learned....
    - Watching TV, I learned ....
    - I learned from my father that....
    - My mother taught me....
    - While I was __(activity)_____ , I learned....

B. Describes how knowledge can be gained through some kinds of failures that might not be gained otherwise.

❖ 1. Language arts, "A Night To Remember"

2. Make a list of some recent "mistakes." Beside each, list a lesson or some piece of information learned as a result.

3. Study "mistakes" in science that led to inventions or new knowledge, historically. Make a bulletin board, "Famous Mistakes."

6.5 Utilizes teachers, counselors and other school personnel in pursuing career interests.

A. Uses in school and out of school resources when exploring careers.

❖ 1. Language arts, "Influences" p.230

2. Have students interview people in the community when exploring occupations and careers.

3. Counselors visit classrooms to share information about career planning with students.

4. Students take field trips to nearby area vocational technical high school to consider the possibility of pursuing vocational education options.

B. Knows how counselors and teachers can help identify relevant career information.

1. Maintain up-to-date resource centers in counseling and teaching settings.

2. Teachers utilize career-related media and live resources.

HONEY BEES

GOAL AREA Career Implications of Subject Matter

SUBJECT Science

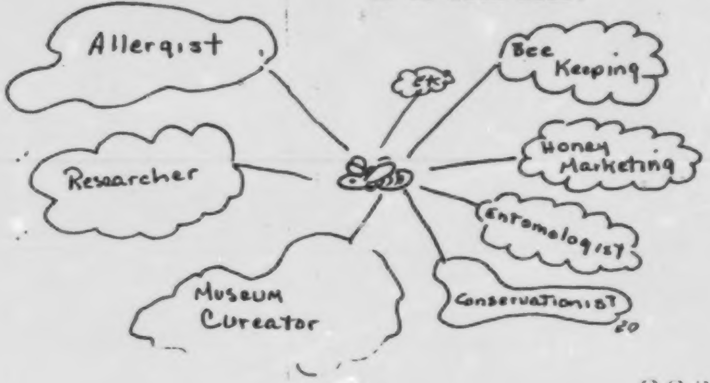
GRADE 7-9

Subject area competencies: Honey bee colony members

Basic skills: Reading, listening, writing

Career development objective/indicator: 6.1A Identifies career implications of school experiences.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Contrast between bees and wasps A. Honey bee - beneficial functions B. Wasps - beneficial functions C. Harmful functions of both II. Distinguish between members of bee hive A. Queen B. Drone C. Worker III. Beekeeping A. Business B. Hobby	1. Provide reading material on bee identification and members of a hive. 2. Exhibit of a live honey bee class observation hive. 3. Lecture by local bee keeper, male or female. 4. Indicate functions of each member of the hive. 5. Write letters to local conservation district for honey bee information. 6. Discussion of beekeeping as a business or a hobby. *Secure permission letter from parents for students to observe bees - some students may be allergic.	1. Reading material: Golden Series - Life of a Bee 2. Local beekeeper to lecture to class on colony structure. 3. Material from local conservation district.	1. In the outdoors: students identify beneficial and harmful bees-wasps. 2. Verbal identification of members of a hive and function of each in the observation of a hive. 3. Students should be able to list and describe some occupations that have to do with bees.



WEATHER

GOAL AREA Career Implications of Subject Matter

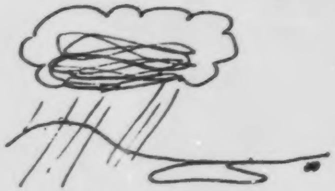
SUBJECT Earth Science

GRADE 9

Subject area competencies: Mapping, interpreting coded information

Basic skills: Written and oral expression

Career development objective/indicator: 6.1B Applies knowledge and skills learned in school to personal life.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Reading and understanding weather maps A. Weather conditions B. Station models C. Fronts and isobars II Prediction of weather A. Short range B. Long range III. Careers in weather	1. Give students sample weather map and have them list weather conditions shown: temperature, dew point, cloud type, cloud base, wind velocity and direction, type and amount of precipitation, sky condition, barometric pressure and tendency. 2. Students learn the coded symbols used on a station model and interpret a model prepared by teacher and construct a sample station model given a list of specific weather conditions. 3. Students construct station models for at least 30 cities on U.S. weather map. Teacher supplies weather information. 4. Using map, student identifies areas of high and low air pressure; draws and labels fronts and isobars every 4 millibars. 5. Students make long and short range preductions for given dity orally and in written form. 6. Students research who does these tasks as a career and how knowledge of weather is important to different career activities.	Ramsey Gabriel, McGuirk, Phillips, Watenpaugh, *Earth Science*, N.Y. Holt, Rinehart, and Winston, 1978. Local newspaper weather maps 	1. Student identification of weather conditions in area and prediction of weather for next day, using newspaper weather map. 2. Students compare predictions with actual weather on following day. Teacher evaluates accuracy. Student evaluates deviation. Do this for 3 or 4 consecutive days. 3. Student researches how knowledge of weather patterns is important to the following career/personal activities: fishing, gardening, hang gliding, piloting, pleasure boating. 

ACCOUNT$ PAYABLE

GOAL AREA Career Implications of Subject Matter

SUBJECT Business Education

GRADE 7-9

Subject area competencies: Accounts payable ledgers

Basic skills: Computation, reading

Career development objective/indicator: 6.2A Understands career implications of specific subject matter

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Definition of Accounts Payable II. Responsibilities of A/P Department III. Educational requirements IV. Employment opportunities A. Accounts Payable clerk B. Bookkeeper C. Computer Operator D. Supervisor of Accounts Payable Department E. Management	1. Discuss accounts payable as it relates to the types of accounts and the functions of an A/P Department. 2. Discuss the activities of an A/P Department in a large company with emphasis placed on the accuracy of records: preparation of bills; clerical skills; issuance of checks; purchase orders; preparation of vouchers; control of expenses; bill processing. 3. Relate high school courses to the requirements of an A/P department: bookkeeping, computer science, clerical skills, mathematical aptitude. Correlate relevance of subject with functions of job. 4. Discuss hierarchy of employment opportunities with increased educational background and on the job experience.	Leatherwood Shops, Accounts Payable Practice Set, Archer, Stewart, Schmidt. McGraw Hill, 1969 Occupational Outlook Handbook, U.S. Govt. Century 21 Accounting, South-Western Pub. Co. Employment section of newspaper	1. Students keep a folder of career opportunities involving A/P functions. 2. Students keep a journal and post to accounts payable ledger. 3. Students will be able to identify five jobs and discuss their educational requirements, skills, and the role of the job in the A/P department of a business. 4. Students will pass an exam using Accounts Payable procedures.

* * *

CAREERS AND COMMUNISM WORKSHEET

Below is a list of jobs that may require knowledge of the structure of the Communist Party and its control over the Soviet government. For each job, decide if that knowledge is necessary, useful, or unnecessary. You may need to research each job to become more familiar with it. Briefly explain your reasons for your decisions. Finally, explain why this knowledge is useful to all American citizens.

JOB	NECESSARY	USEFUL	UNNECESSARY	REASONS
ARCHEOLOGIST				
RADIO FREE EUROPE ANNOUNCER				
FOREIGN SERVICE OFFICER				
ARMY OFFICER STATIONED IN EUROPE				
HISTORY TEXT AUTHOR				
U.S. SALESPERSON IN THE U.S.S.R.				
FOREIGN CORRESPONDENT				
U.S. INTELLIGENCE SPECIALIST				
CONGRESSIONAL AIDE				
POLITICIAN				
POLITICAL COLUMNIST				
TRAVEL AGENT				
U.N. TRANSLATOR				
OTHERS (specify)				

COMMUNICATIONS

Subject area competencies: *How specific subject matter relates to careers.*

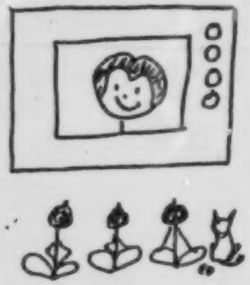
GOAL AREA *Career Implications of Subject Matter*

SUBJECT *Science*

Basic skills: *Reading, writing, basic physics*

GRADE *8*

Career development objective/indicator: 6.2A Relates specific school experiences to job requirements. Understands career implications of specific subject matter.

CONTENT	*METHODS/ACTIVITIES*	*RESOURCES*	*EVALUATION ITEMS*
I. Careers in communication *A. TV* *B. Radio* *II. Job opportunities and skills* *III. Use of media to locate employment*	*1. Show filmstrip, "Radio and TV Communications."* *2. Students watch one news program and one sit-com and list from the credits at the end of the show the possible careers in television.* *3. Discuss the duties, responsibilities, and necessary skills to obtain the jobs they have listed.* *4. Using newspapers, magazines, TV Guide, students cut out advertisements relating to the jobs listed, and list skills needed to obtain or train for that job.* *5. Mount the advertisements and create a bulletin board: "Careers in Communication."*	*1. Filmstrip; "Careers in Radio and TV Communication"* *2. Newspapers, magazines, television.* 	*1. Students will match five job descriptions with job titles and skills.* *2. Students will be able to cite five examples of subject matter as it relates to careers.*

Lenses

GOAL AREA Career implication of subject matter

SUBJECT Phys. Science

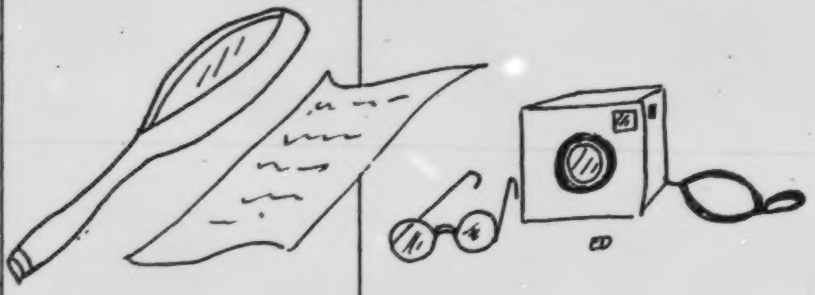
GRADE 8

Subject area competencies: Light and lenses

Basic skills: Reading, sequence comprehension

Career development objective/indicator: 6.2A Understands career implications of specific subject matter

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Images given by lenses A. Virtual B. Real II. Uses of lenses A. General B. Specific as to careers III. Videotaping Equipment A. Set-up B. Use IV. Occupations that are concerned with lenses A. Opthomology B. Photography C. Microbiology D. Astronomy E. Others	1. Teacher lecturers on effects of lenses upon light. Give demonstration of convex and concave lenses and make distinction between a virtual and real image. Lenses are passed around class so students can further understand concept. 2. Discuss general uses for various lenses including glasses, projectors, cameras, telescopes, microscopes, etc. Discuss specific career-related usage of various items and lenses. 3. Bring to class videotaping equipment and discuss the setting up and usage of the equipment, relating knowledge of light and lenses needed to operate equipment properly as part of a career. 4. Students set up equipment, tape a portion of class discussion or a class performance, evaluate various tapings.	Concave and convex lenses. Videotaping equipment and directions for proper use.	Teacher will give visual evaluation of students ability to set up and peoperly use videotaping equipment. Teacher will also evaluate final tapes and student comments in regards to understanding of equipment and concepts.



AREA

GOAL AREA Career Implications of Subject Matter

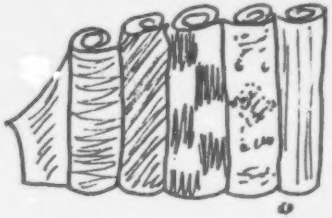
SUBJECT Mathematics

GRADE 7

Subject area competencies: Calculating areas

Basic skills: Multiplication, addition, whole numbers, fractions, decimals

Career development objective/indicator: 6.2A Understands career implications of specific subject matter

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Finding area of flat surface II. Jobs involving use of area A. Landscaper B. Interior decorator C. Painting contractor D. Salesman 1. Carpet 2. Paint 3. Tile E. Road crew F. Carpenter G. Surveyor H. Roofer I. Other	1. Teachers shows how to find the area of a flat surface. 2. Student selects project from various floor plans of homes to find area. A. Cost of carpeting rooms. B. Cost of tiling rooms. 3. Discuss jobs involving use of area. 4. Invite guest speakers who have jobs which use area and have speakers describe job responsibilities and share how math skills relate to the job.	Prices at A. carpet store B. tile store C. paint store D. garden center E. fabric center Speakers A. salesperson 1. carpet 2. tile 3. paint B. interior decorator C. landscaper D. surveyor E. carpenter F. other	1. Regular test or quiz on finding area. 2. Solution of a practical problem involving area, e.g., from a list of jobs pick which ones would involve working with area. 

Writing

GOAL AREA Career Implications of Subject Matter

SUBJECT Language Arts

GRADE 8

Subject area competencies: Creative writing

Basic skills: Note-taking, grammar, written expression of ideas

Career development objective/indicator: 6.2A Understands career implications of specific subject matter.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Elements of fiction A. Setting B. Character C. Mood D. Conflict E. Plot F. Motivation G. Theme II. Analysis of specific short stories III. Creation of original short story IV. Short story writing as a career or avocation	1. View and discuss filmstrips. 2. Define terms. 3. Write a paragraph using a single element of fiction. 4. Read selected short stories and identify elements of fiction. 5. Write an original short story using elements of fiction. Prepare an outline of the story, listing the elements of fiction; prepare a preliminary draft and a final draft. 6. Discuss opportunities for gainful employment in writing.	1. Selected short stories 2. Filmstrip-cassette series: The Elements of Fiction, Jamaica, NY, Eye Gate House, 1972. 	1. Students make individual lists: a. characteristics of a professional writer b. advantages of a writing career c. disadvantages of a writing career 2. Teacher and class compile a master list of characteristics: imagination; good writing skills; interest in people; good powers of observation; ability to work alone. 3. On checklist of characteristics, students indicate which qualities they possess. 4. Students complete statement: "I would/would not like to be a writer because...."

MAPS-I

Subject area competencies: Social studies/ geography

GOAL AREA Career Implication of Subject Matter

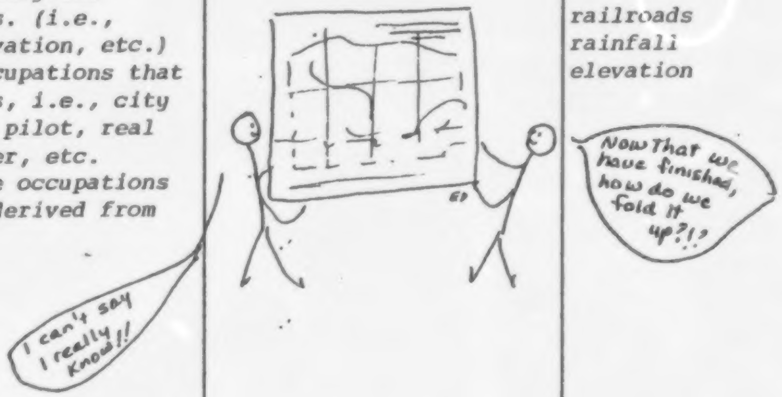
SUBJECT Social Studies

Basic skills: Map concepts

GRADE 7-9

Career development objective/indicator: 6.2A Understands career implication of specific subject matter.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Map concepts II. Information maps impart III. Occupations that require knowledge of maps IV. Correlation between specific information on maps and occupations V. Reinforcement of correlation VI. Evaluation	1. Distribute copies of various maps and ask ,"What is a map?" Discuss that maps are flat drawings, drawn as though the viewer was looking down on an area from overhead, and that symbols on maps are used to represent an important feature in a simplified form. 2. List different kinds of information maps impart by brainstorming and examining resource sheets. (i.e., direction, distance, elevation, etc.) 3. Formulate a list of occupations that require knowledge of maps, i.e., city planner, anthropologist, pilot, real estate agent, fire fighter, etc. 4. Have students correlate occupations to specific information derived from maps. Discuss.	Copies of maps from Maps and Globe Skills The Instructor Publications, N.Y. 1976	Select a sampling of occupations and maps containing related information from students' compilation. Make two lists and place them on board or duplicate. Have students match the map information to the correct occupation, i.e. railroads — farming rainfall — civil engineering elevation — shipping clerk


I can't say I really Know!!
Now That we have finished, how do we fold it up?!?

More Flow Charts

GOAL AREA Career Implications of Subject Matter

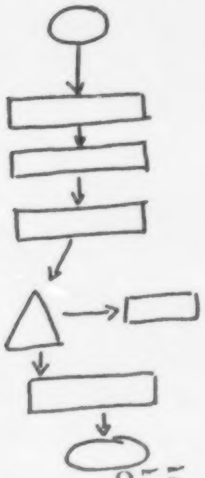
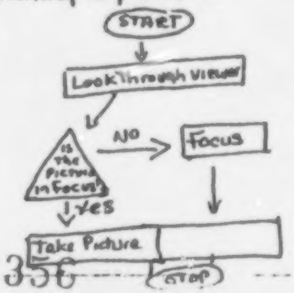
SUBJECT Mathematics, Language Arts

GRADE 7-9

Subject area competencies: Problem solving, writing instructions

Basic skills: Writing a set of instructions/flow charts

Career development objective/indicator: 6.2A Understands career implications of specific subject matter.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Use of flow chart II. Business and office cluster occupations which use flow charts 	1. Class reviews use of flow chart as a system of written instructions. A simple arithmetic task is identified and necessary instructions to complete task are listed on board. Arrange instructions in correct sequence in flow chart format. Example: Name the product of 36 x 4. 2. Introduce business and office cluster occupations to class and discuss occupations of statistician, programmer, data processing specialist and responsabilities of each to include need for correct sequence of instructions. 3. In groups of 3-4, students select one occuaption and identify one pertinent specific task for that occupation. Group determines the set of instructions to complete the task, the correct sequence or organization of instructions and proper utilization of flow chart. Each group demonstrates their model to class group.	Duncan, Ernest R., et al School Mathematics Concepts and Skills. Bk. 7 Hopewell: Houghton Mifflin, 1976 Book 8 of above series DOT Guest speaker - from COMMUNITY TALENT BANK Methods (continued) 4. Invite a programmer from the community to speak with the class, demonstrating skill of writing instructions. Explore career applications.	Sample quiz questions: 1. Which of the following occupations need instruction given in exact sequence? A. Shoe sales clerk B. Data programmer C. Librarian D. None of the above 2. Prepare a flow chart for each of the following: A. Name the product of 7 x 68 B. Make instant coffee Taking a photo :  START Look through viewer Is the picture in focus? NO Focus YES Take Picture STOP

English Skills

Subject area competencies: Dictionary usage

GOAL AREA Career Implications of Subject Matter

SUBJECT Language Arts

GRADE 9

Basic skills: Use of specialized dictionaries

Career development objective/indicator: 6.2A Understands career implications of specific subject matter.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Introduction of ten careers II. Different types of dictionaries	1. Ten careers requiring high specialized English skills will be introduced through speakers or class discussion: advertising copy writer; translator; medical writer; poet, secretary; missionary; political columnist; historical novelist; obituary writer; rewrite person. 2. Display different types of dictionaries on rolling cart or pass them out for students to examine: unabridged; biographical; geographical; historical; foreign language; political; rhyming; symbol; synonym; medical. 3. Discuss the use of these dictionaries with regard to: arrangement, guide words, specilized use of each dictionary in the ten career categories.	1. Career lists, career information 2. Panel of community workers holding jobs requiring highly specialized English skills. 3. References: a. Random House Dictionary of the English Language b. Webster's Biographical Dictionary c. McGraw-Hill Encyclopedia of World Biog. d. World Authors 1950-70 e. Composers Since 1900 f. Modern Men of Science g. Current Biography h. Webster's Geographical Dictionary i. Dictionary of American History j. New Cassell's German Dictionary	1. Students will be able to match the person in each specific career to the appropriate reference. References (continued) k. Other language dictionaries l. Dictionary of American Politics m. Complete Rhyming Dictionary n. Dictionary of Symbols o. Webster's Dictionary of Synonyms p. New Roget's Thesaurus in Dictionary Form q. Medical Dictionary

p.202.

Read each of the following hypothetical situations. Select the best reference tool that each person should use as an aid in his/her career task. Put the number of the reference tool to be used in the blank following each question.

1. Obituary writers must have obituaries of famous people ready to be printed in their newspapers as soon as the person dies. Consequently, as famous entertainers advance in years, their obituaries are written. Where would information on Henry Fonda be most readily available? _____

2. Beatrice Food Co. has asked Acme Advertising Co. to design a new logo and write copy for their food line. Which of the following dictionaries might help the copy writer? _____

3. A translator at Radio Free Europe is writing a translation of an American song for re-broadcast to Russia. The translator cannot think of a good Russian equivalent for one of the phrases. How can the translator go about translating it? _____

4. A poetess is stumped! Try as he/she may, he/she cannot come up with the fourth line of a quattrain. Which book might unscramble the puzzle? _____

5. Tom Brown was assigned to cover the political convention. This was Tom's first "big assignment" and some of the terms were unfamiliar. Where might he find help without having to ask, thereby not showing his inexperience? _____

6. A very small newspaper space has been alotted to an article on a local flower show. The article must be rewritten to cut down on its length. It must still retain its content while using more interesting language. Which book would be helpful? _____

7. A novelist is writing a love story having the Civil War period as its setting. One of the incidents will deal with the Bermuda Admiralty case. When going to the public library, in which reference tool might the novelist look to quickly find some preliminary information on this incident? _____

8. The Calvary Baptist Church is planning to send their missionary worker to Oki Archipelago. Where is it located and how large an area will the missionary be serving? The answer will be found most quickly in which reference tool? _____

9. Lucy Cairns works on an in-house magazine for Monmouth Medical Center. Sometimes she comes across words that she is not familiar with. Which dictionary might she find useful in her job?

10. A secretary working for a prestigious legal firm must be very careful to syllabify correctly when it is necessary hyphenate a word. Where will the secretary look if uncertain about a particular word? _____

GEOMETRICS

Subject area competencies: Geometry

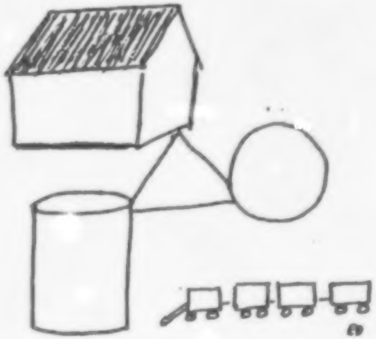
GOAL AREA Career Implications of Subject Matter

SUBJECT Mathematics

Basic skills: Identifying geometric shapes

GRADE 7-9

Career development objective/indicator: 6.2A Relates school experiences to job requirements.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Define and identify shapes A. In classroom B. Outside C. At home II. Careers where knowledge of geometric shapes is helpful. III. Location of geometric shapes	1. Discuss geometric shapes and identify them in the classroom, outside, and at home. List. 2. List possible careers where knowledge of geometric shapes would be helpful: Students locate in magazines or elsewhere pictures of finished products of a listed career. E.g., house exterior, house interior, bridge, etc. 3. Students trace geometric shapes they see in the pictures and break into small groups to exchange pictures and tracings and compare. 4. Discussion of findings and relationships to geometry. 5. Students choose career from prepared list and investigate educational needs and requirements of chosen career. 6. Each student will give an oral report of his/her findings.	U.S. Dept of Labor Statistics, May 1980, #2075-34, Design Occupations #2075-22, Mathematics and Related Occupations #2075-14 Construction Occupations $1.25 each Daily or Sunday NY Times	Teacher evaluation of student participation and reporting. 

A CHECKLIST FOR WRITERS ____________________

ON THE FOLLOWING LIST, CHECK WHICH CHARACTERISTICS YOU POSSESS.

___ 1 GOOD GRAMMAR SKILLS
___ 2 ENJOY READING
___ 3. INTERESTED IN PEOPLE
___ 4. ABLE TO WORK ALONE FOR LONG PERIODS OF TIME
___ 5 ENJOY ASKING "What if ?" QUESTIONS
___ 6. ENJOY WRITING STORIES
___ 7. NOTICE WHAT PEOPLE WEAR, SAY, AND DO
___ 8 CAN REMEMBER DETAILS ABOUT PEOPLE AND PLACES EASILY
___ 9. ENJOY LOOKING UP INFORMATION
___ 10. CAN ACCEPT CONSTRUCTIVE CRITICISM
___ 11. ENJOY HAVING PEOPLE READ WHAT YOU HAVE WRITTEN
___ 12. LIKE TO REVISE AND CORRECT YOUR WRITTEN WORK
___ 13 CAN BUDGET YOUR WORKING TIME AND STICK TO YOUR SCHEDULE
___ 14 CAN MEET DEADLINES FOR ASSIGNMENTS
___ 15 CRITICIZE FILMS AND TV SHOWS AS YOU WATCH THEM
___ 16. MAKE UP YOUR OWN ENDINGS TO STORIES OR FILMS
___ 17. HAVE CONFIDENCE IN YOUR WRITING ABILITY
___ 18. READ A VARIETY OF DIFFERENT MATERIALS
___ 19 COME UP WITH MANY DIFFERENT IDEAS WHEN ASSIGNED A PROJECT
___ 20 ENJOY LEARNING NEW WORDS
___ 21. ENJOY CREATING STORIES
___ 22 ENJOY SOLVING WORD PUZZLES
___ 23. ABLE TO ANALYZE WRITTEN WORK OF OTHERS
___ 24. CAN ACCEPT FAILURE AND REJECTION OF WORK
___ 25 PERSISTANT

WILLS and MANUSCRIPTS

Subject area competencies: Typing of last will and testament

GOAL AREA *Career Implications of Subject Matter*

SUBJECT *Business Education*

GRADE *9*

Basic skills: Reading and following directions

Career development objective/indicator: 6.2A Understands career implications of specific subject matter

CONTENT	*METHODS/ACTIVITIES*	*RESOURCES*	*EVALUATION ITEMS*
I. Typing of Last Will And Testament *II. Paralegal field* *III. Typing unbound manuscript* *IV. Careers using manuscripts*	*1. Discuss the purpose of a "Last Will and Testament."* *2. Show students the type and size of paper used in legal typing, outline the margins to be used, explain that paragraphs may be indented 5 or 10 spaces, and discuss the spacing to be used.* *3. Discuss the types of jobs the paralegal field includes.* *4. Students type an illustration of a will from Legal Office Typing, pp. 116-120.* *5. Discuss unbound manuscripts, including margins, spacing, and page numbers.* *6. Discuss careers in which it might be necessary to type manuscripts: lecturer, secretary, stenographer, teacher, typist, writer, editor.* *7. Discuss everyday uses of manuscripts such as for book reports, compositions, term papers.*	*DuPree and Namanny, Legal Office Typing, Cincinnati, Ohio: South-Western Publishing Co., 1975.* *Lessenberry, D.D. et al Century 21 Typewriting, 2nd Ed., South-Western Publishing Co., 1977 pp. IX, 107-166-170.* *Occupational Outlook Handbook*	*1. Students type a Last Will and Testament from unarranged copy and set it up according to correct format.* *2. Students will be able to list and briefly describe five different types of jobs which the paralegal field encompasses.* *3. Students will type an unbound manuscript from an illustration; from rought draft and straight copy.* *4. Students will compose a report outlining careers in which it is necessary to compose or type manuscripts.*

URBAN PLANNING

GOAL AREA Career Implications of Subject Matter

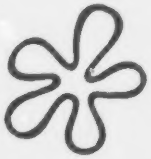
SUBJECT Geography

GRADE 7

Subject area competencies: Knowledge of role of urban planning

Basic skills: Reading comprehension, decision making

Career development objective/indicator: 6.2A Understands career implications of specific subject matter.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Need for planning A. Analyze problems of rapid growth, change B. Develop rational plans for growth II. Role of geographer in urban planning III. Role of related disciplines A. Economics B. Sociology C. Engineering IV. Opportunities in planning	1. Invite a planner from a local or regional agency to speak about importance of urban planning. 2. Discuss those characteristics of their community that can be changed by good planning. 4. Give each student a copy of Career World Magazine, pointing out issue date, table of contents, and article to be read. Mention importance of building one's career awareness. 5. Students read article orally, one paragraph at a time. When finished, recall and place key points on board. Include job description, job skills, social aspects, work samples, etc. 6. In pairs, students act as urban planners and redesign the immediate school neighborhood (building, ball fields, parking lot, etc.). 7. Each team will produce a list for the "perfect" school community and take into account any social problems (recreation) of area and attempt to alleviate them.	1. Geography as a Professional Field, The Association of American Geographers. 2. Jobs in Geography, The Assoc. of Am. Geog. 3. Occupational Outlook Handbook 4. Career World Magazine "Today is the beginning of tomorrow for the URBAN PLANNER." May, 1977, pp. 22-24	Essay question: Discuss the ways that an urban planner can help a city and/or a region create a good environment for their citizens. 

Methods (continued)

8. Students lay out their ideas in either written or graphic form and present them to the class and explain them orally.

MAPS-II

GOAL AREA *Career Implications of Subject*

SUBJECT *Social Studies*

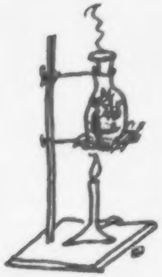
GRADE *7*

Subject area competencies: *Map reading, applying symbols, identifying geography*

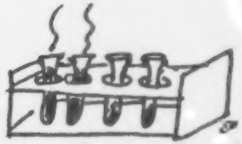
Basic skills: *Reading map symbols, locating directions, using newspapers*

Career development objective/indicator: *6.2A Improves understanding of implications of subject matter as it relates to job market position.*

CONTENT	*METHODS/ACTIVITIES*	*RESOURCES*	*EVALUATION ITEMS*
I. Maps *A. Symbols* *B. Legends* *C. Cardinal directions* *D. Vectors for locating* *II. Interpret news advertisements* *A. Selecting work ads* *B. Compare job requirements to skills performed* *III. List and compare jobs* *IV. Careers requiring use of maps* *A. Road maps* *B. Nautical charts*	*1. On a NJ raod map, each student will select and mark the shortest route between any two towns, and then mark a route that could be used by a large truck. (Discussion of road width, strength, and tolls will preceed this task.)* *2. Students will indicate reciprocal directions on a small compass for two given points on a map.* *3. Students examine map, following examples of latitude and longitude. They will then locate and identify vectors on side of map (L-1, A-3, etc.).* *4. Discuss and contrast sizes of cities by color indicator and size of map symbol.* *5. In help wanted section students will find jobs that are map-related (truck driver, dispatcher, etc.)* *6. Using Dictionary of Occupational Titles students list jobs which relate to map usage to supplement jobs already discovered through use of newspaper.*	*N.J. State maps (1 for each student)* *N.Y. Times want ads* *Dictionary of Occupational Titles* *Hammond Atlas* *U.S. Geodetic survey maps* I think we've Almost Got it! Yes, Whew, Almost ED	*Students will relate map reading to possible future careers by tracing routes on a map that meets needs of salesman and truck driver and will identify jobs in the help wanted section that require knowledge of map reading.* *1. Teacher evaluates map route based on logic of route (size of vehicle, length of route, cost, etc.)* *2. Students list at least five jobs from newspaper.* *3. Students create a mock resume applying to one of the jobs identified in the newspaper.* *4. Using map key and symbols, students will locate cities, roads, airports, and rivers.* *5. Locate job from help wanted section which relates to using maps and transcribe the advertisement*



LAB WORK



Subject area competencies: Laboratory skills; Lab work

GOAL AREA Career Implications of subject matter

SUBJECT Science

GRADE 8

Basic skills: Science

Career development objective/indicator: 6.2A Identifies skills needed for certain career tasks.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Various lab demonstrations A. Chemical B. Biological C. Geological D. Meteorological E. Astronomical II. Uses of various science instruments: A. Triple beam balance B. Microscope C. Barometer D. Solar energy model	1. Fingerprinting 2. Blood sampling 3. Drug analysis (Crime lab scientist) 1. Testing for nutrients 2. Study of food ingredients 3. Labeling (Dietitian) 1. Soil sampling 2. Drainage patterns 3. Fertilizers (Soil scientist) 1. Urinalysis 2. CO_2 testing 3. Blood pressure (Health fields)	1. Local police to show fingerprinting 2. Occupational Outlook Handbook 3. Dictionary of Occupational Titles 4. Counselors 5. Teachers 6. High School course guides 7. Experts from the various fields noted	1. Lab sheets showing calculations and conclusions. 2. Lab grade for proper care and usage of the instruments. 3. Test on fundamental concepts being demonstrated. 4. Written paper choosing the type of lab skills found to be the most interesting and careers in which they can be utilized.

SCIENCE & TEAMWORK

Subject area competencies: Physical Science

GOAL AREA Career Implications of Subject Matter

SUBJECT Science

GRADE 9

Basic skills: Communication and Computational Skills

Career development objective/indicator: 6.2B Relate specific school experience to job requirements; Applies course content to career interests.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Examples of how many scientists and engineers function as part of a large project team. A. Space program B. Development of drugs II. Group activity to demonstrate: A. The need to work as team member B. Happiness and success in the science and engineering field.	1. Before the activity, students think about what personal characteristics are needed to be an effective team worker with reference to the following a. Communication skill b. Computational skill c. Cooperative d. Patience with self and others e. Sharing recognition 2. Lab. activity-analyzation of the iron content in various brands of iron suppliments (Fem Iron, Geritol, etc.) a. The class is divided into teams b. Each team will analyze a particular brand c. Class to evaluate the validity of the procedure used and review the calculations 3. After the activity students discuss the role of each characteristic listed in 1.	1. Bausch & Lomb Spec 20 Spectrophometer 2. Ditto sheet with procedures outlined available from the Iron Analysis Module for the Spec 20 from Fisher Scientific.	When presented with a cluster of characteristics which are of value in the pursuit of a career in science and technology the student will choose the cluster which most closely matches the characteristics duscussed in the lesson acitvity. By Georgette, I think we found it. Yes, by George but what will we do with it? ED

Time Lines

GOAL AREA Career Implication of Subject Matter

SUBJECT Language Arts

GRADE 9

Subject area competencies: Language arts

Basic skills: reading

Career development objective/indicator: 6.3A Identifies skills associated with careers that are learned in school

CONTENT	*METHODS/ACTIVITIES*	*RESOURCES*	*EVALUATION ITEMS*
I. Selections from autobiographies II. Autobiographical sketch or fact sheet III. Time lines 	1. Students read selected pieces from autobiographies which are simple and well constructed. 2. Students critique the work and answer these questions: a. Are events in chronological order? b. Are events presented in a clear manner? c. Which events are highlighted? d. What preparations did subject have for his/her life's occupation? 3. Discuss time lines and have each student develop one for his/her subject 4. Students develop autobiographical sketch or fact sheet, including such information as birthdate, parents'names, schools attended, projected occupation. 5. Students develop own time lines using information they outlined about themselves and project time line into their future.	Autobiographies, e.g.: Baseball Is My Life, Tom Seaver, Steve Jacobson, N.Y. 1973. The Quality of Courage, Mickey Mantle, 1964. John F. Kennedy, Bruce Lee, Globe Book Co. 1964 Independent research/ information acquisition from parents, teachers, self	1. Written report following the reading of an autobiography. Answer questions outlined under "Methods" column. 2. Completeion of individual fact sheet or autobiographical sketch and personal time line. Evaluation based on accuracy, correct sequence, neatness, spelling, form.

Tabulation

GOAL AREA Career Implications of Subject Matter

SUBJECT Business Education

GRADE 9

Subject area competencies: Typing a tabulation problem

Basic skills: Discussion skills

Career development objective/indicator: 6.3A Identifies skills associated with careers that are learned in school.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Tabulation A. What it is B. When used II. Steps in setting up tabulation III. Typing tabulation problem on "Careers that Interest Me."	1. Explain that tabulation is column typing and that it is used whenever it is necessary to type something in column format. 2. Elicit from students examples of careers that are popular in the 80's and the skills required for such careers. 3. Pass out a sheet with the directions to follow in setting up the typewriter for typing the above problem. 4. Explain and demonstrate how to figure out the above problem. 5. Students will prepare their own tabulation problem entitled,"Careers That Interest Me." They will list careers that are of interest to them as well as the skills required for such careers.	Copy of "Steps to Follow in Preparing a Tabulation Problem"	1. Students will identify careers in the 80's 2. Students will type a tabulation problem in appropriate style. ***

DI$COUNT$

GOAL AREA Career Implications of Subject Matter

SUBJECT Business Education

GRADE 9

Subject area competencies: Ability to compute discounts and net amounts

Basic skills: Basic math skills, decimals, discussion skills

Career development objective/indicator: 6.3A Understands career implications of specific subject matter.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Converting Percents into Decimals II. Computing of Discounts A. Trade Discount B. Cash Discount III. Computing of Net Amount IV. Tabs using this information A. Sales Clerks B. Purchasing Agents C. Credit Managers D. Homemaker, Consumer	1. Illustrate and explain how to change percents into decimals. 2. Practice will be provided for students in converting percents into decimals. 3. Explain meaning of trade and cash discounts. 4. Illustrate and explain the computation of trade and cash discounts. 5. Explain meaning of net amount. 6. Students will work on problems in which they have to compute trade discount, cash discount, and net amount. 7. Discuss with students types of jobs in which this information is used.	Mathematics Skill Builder, Loyce C. Gossage. Pages 138, 139, 140. 	1. Students should be able to define cash discount, trade discount, and net amount. 2. Students should be able to complete various types of problems including a. Invoices b. Purchase Orders c. Sales Slips d. Word Problems 3. Students will identify careers using discounts.

Career Concentration

Subject area competencies: *Recognize occupations associated with specific skills in the field of business*

GOAL AREA *Career Implications of Subject Matter*

SUBJECT *Business Education*

GRADE *7-9*

Basic skills: *Reading*

Career development objective/indicator: *6.3A Identifies skills associated with careers that are learned in school*

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Business careers A. Secretary B. File clerk C. Accountant D. Other II. Skills A. Typing, taking dictation, scheduling appointments B. Classifying and storing info C. Preparing and analyzing financial records D. Other	Construct game: Divide 24"x36" paper into 24 6-inch squares. Write an occupational title in any of the 12 squares. Write skills associated with each in 12 remaining blanks. Cover each square with paper with a number on it (1-24) Play game: Divide class into two teams. First person on Team 1 picks 2 numbers. If skill and occupational title match, cover remains off and teams receives 1 point and next player on team picks two numbers and repeats procedure. If skill and occupational title do not match, cover is replaced. First person on Team 2 picks two numbers and repeats above procedure. Game is over when game board is completely exposed. Team with most points wins. Prizes may be given	OCCUPATIONAL OUTLOOK HANDBOOK	Students will be given a list of occupations and a list of skills associated with these occupations. They will match the occupation with the appropriate skill.

1	2	3	4	5
6	7	Typing	9	10
11	12	13	14	15
Cook	17	18	19	20

E.J.

1 COURT REPORTER	5 developing lesson plans evaluating students preparing instructional activities in the field of business education	9 ACCOUNTANT	13 MAIL CLERK	17 classifying and storing information	21 typing copies of handwritten, printed, and recorded words
2 preparing and analyzing financial reports	6 FILE CLERK	10 taking dictation typing scheduling appointments	14 recording, editing, and producing correspondence with electronic equipment	18 RECEPTIONIST	22 sorting and distributing incoming and outgoing corres. shipping and receiving packages
3 COMPUTER PROGRAMMER	7 preparation of entry data with a machine that punches holes in a card	11 greeting customers referring callers	15 WORD PROCESSING OPERATOR	19 recording all statements at legal proceedings with stenotype machine	23 SECRETARY
4 TYPIST	8 BUSINESS TEACHER	12 cashing checks processing deposits or withdrawals	16 writing step-by-step instructions in computer language	20 KEYPUNCH OPERATOR	24 TELLER

KEY: 1-19, 3-16, 4-21, 6-17, 8-5, 9-2, 13-22, 15-14, 18-11, 20-7, 23-10, 24-12

"WHEN WILL I USE THIS ?"

GOAL AREA Career Implications of Subject

SUBJECT Mathematics

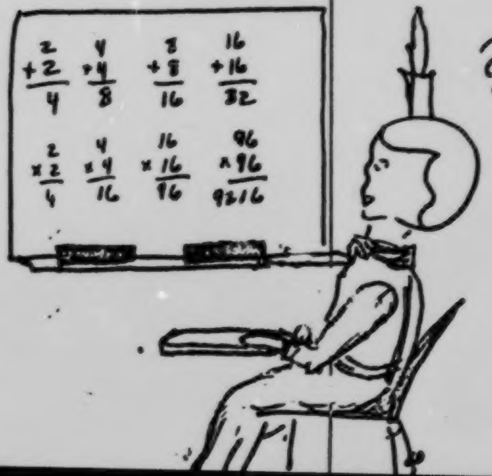
GRADE 9

Subject area competencies: Using various resources to obtain career information in mathematics

Basic skills: Verbal and written communication

Career development objective/indicator: 6.3A Identifies skills associated with careers that are learned in school.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Career opportunities in math A. Jobs with greatest potential B. Jobs with highest future growth rate C. Careers open to women II. Criteria for exploring careers in mathematics A. Nature of work B. Duties, responsibilities C. Working conditions D. Relation to mathematics E. Educational and personal qualifications F. Earnings and Advancement G. Outlook	1. Student will be given list of mathematically oriented careers. 2. Discuss listed careers separating them into categories, A,B,or C (as in outline). All jobs should be in C. Check Occupational Outlook Handbook for accuracy. 3. Student will choose one career to research. 4. Student will submit written report including information about the career and a summary of the mathematics they have already learned that will be used in this field. 5. Each student will give an oral presentation or make a miniature bulletin board pertaining to the mathematical career he/she researched.	Kit Subject: Mathematics Object: Career Opportunities Houghton Mifflin Co Occupational Outlook Handbook	Student will be given a list of careers and a list of mathematical skills. The student will match appropriate careers and skills.



CAREERS IN MATHEMATICS

While mathematics skills are needed by all individuals, some careers are especially suited for individuals who desire and have the ability to focus almost entirely on mathematical concepts. Others use mathematics in a significant way. The following careers are mathematics related:

GROUP I. CAREERS IN WHICH MATHEMATICS IS A PRIMARY ROLE.

- Accountant
- Actuary
- Analyst
- Astronomer
- Auditor
- Aviator
- Bank Examiner
- Bursar
- Business Administrator
- Computer Applications Engineer
- Computer Scientist
- Credit Officer
- Demographer
- Electronic Data Processing Specialist
- Engineer, Chemical, Civil, Computer Systems, Electrical, Industrial Electrical, Industrial Mechanical
- Engineering Analyst
- Financial Analyst
- Foreign Exchange Trader
- Forms Analyst
- Mathematician, Mathematical Technician
- Operations Research Analyst
- Paymaster
- Programmer
- Purchaser
- Purser
- Registrar
- Researcher
- Reserve Officer
- Securities Analyst
- Statistician
- Systems Analyst
- Tax Expert, Revenue Agent
- Teacher
- Treasurer
- Trust Officer
- Weight Analyst

GROUP II. CAREERS WITH MATHEMATICS AS AN INTEGRAL SUPPORTING ROLE.

- Administrator
- Aeronautics
- Air Traffic Controller
- Architect
- Assayer
- Atomic Scientist
- Aviator/Pilor
- Baker
- Banker, Teller
- Biologist
- Bookkeeper
- Builder
- Business Management
- Buyer
- Cabinet Maker
- Cashier
- Chemist
- City Planner
- Contract [illegible]
- Contract Specialist
- Dispatcher
- Drafter
- Druggist
- Ecologist
- Economist
- Estimator/Specification Writer
- Field Contractor
- Food Preparation & Service
- Geographer
- Geologist
- Handicapper
- Industrial Designer
- Insurance Sales Person
- Interior Decorator
- Lab Technician
- Machinist
- Manager
- Market Specialist
- Mason, Brick & Stone
- Mechanic
- Medical Research Worker
- Meteorologist
- Navigator
- Nurse
- Oceanographer
- Optometrist
- Personnel Manager
- Pharmocologist
- Physical Scientist
- Physicist
- Psychologist
- Realtor
- Sales
- Scorer
- Sociologist
- Sports Statistician
- Surveyer
- Tailor
- Tax Assessor
- Tax Collector
- Teller
- Ticket Agent
- Tool & Die Maker
- Upholsterer
- Veterinarian
- Quality Control Technician

SHOCK WAVES

GOAL AREA Career Implications of Subject Matter

SUBJECT Earth Science

GRADE 9

Subject area competencies: Interpreting a seismograph

Basic skills: Interpreting illustrative material, computational skills

Career development objective/indicator: 6.3A Identifies skills associated with careers that are learned in school

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Interpretation of seismograms A. Identification of primary and secondary wave patterns. B. Use of travel time graph II. Location of an earthquake epicenter III. Csreers using interpretation of instruments IV. Careers using maps, tables, and graphs	1. Given seismograms received at three U.S. seismic stations, the students will for each situation: a. determine the arrival times of the primary and secondary waves b. calculate the difference in arrival times c. determine the distance of the epicenter using the travel time graph. 2. On a map of the U.S., the students will draw the distance radius for each station andpinpoint the location of the epicenter. 3. Discuss careers using skills involving interpretation of instruments and the use of maps, tables and graphs.	1. Seismograms - can be teacher-made or actual records of an earthquake 2. Travel Time graph 3. U.S. map 4. Encyclopedia of Careers 5. Dictionary of Occupational Titles 6. Occupational Outlook Handbook	1. Students will research a career in which knowledge of seismically active regions would be helpful. (Ex: communications, surveying, siesmology, construction, underground cable installation.) A sample topic could be: How should buildings in a seismically active area be constructed to withstand the shock of an earthquake? 2. Students visit a seismic station in a local college or university and discuss with the seismologist the training needed to work for the U.S. Geological Survey in this field.

SALES

GOAL AREA Career Implications of Subject Matter

SUBJECT Business Education

GRADE 9

Subject area competencies: Steps in a sale

Basic skills: Discussion, communication, reading, writing, speech

Career development objective/indicator: 6.3A Identifies skills associated with careers that are learned in school

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Steps of a sale II. Relating sales knowledge to career in merchandising A. Sales Clerk B. Sales Person C. Sales Manager D. Personal Selling III. Types of sales settings A. Wholesale B. Retail C. Stores D. Door-to-door E. Telephone F. Mail order IV. Categories of products and services A. Real estate B. Insurance C. Clothing D. Automobile E. Other	1. Discuss parts of a sale and how a salesperson handles each one. a. Approach: friendly and courteous; May I help you?; merchandise approach b. How to determine customers' needs: listen; observe; ask questions; show merchandise. c. Presentation: display product; demonstrate product; talk about product; get person involved. d. Kinds of objections: to price; to merchandise; to store policy; to buying immediately. e. How to close a sale: cash or charge; would you like it gift wrapped? f. Suggestive selling: suggest another product for person to buy 2. Discuss the benefits of learning the skills of selling. 3. Discuss careers in sales	Retail Merchandising, Wingate and Samson, pp. 351-363 	1. Give students quiz on the six parts of a sale 2. Students give a sales presentation using all six parts of a sale. 3. Students research Careers in Selling. 4. Students list skills needed for a wide range of occupations that involve selling.

Profit and Loss

GOAL AREA Career Implications of Subject Matter

SUBJECT Mathematics

GRADE 9

Subject area competencies: Relevancy of mathematics in the world of work.

Basic skills: Calculating costs, profit and loss, writing a decimal for a fraction, "cooking" math

Career development objective/indicator: 6.3A Identifies skills associated with careers that are learned in school

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Business math skills A. Decimal (money) computations B. Calculate profit and loss C. Multiply unit prices D. Equivalent measures II. Profit and Loss III. Skills needed to run a business	1. Students will get a close-up view of what it takes to run a small business and to keep it in the black. To calculate profit and loss, students make decimal computations, multiply unit prices to find full cost of food amounts, and if they bake the cookie recipe provided, practice working with dry and liquid measures. 2. Students realize the aim of any business is to make a profit. Profit is the money left over after all expenses have been paid. They will realize that "one time costs" need to be subtracted only once, while "repeated costs" must be subtracted as the name implies, repeatedly. 3. Discuss skills needed to run a business.	SCHOLASTIC MATH MAGAZINE March 6, 1981, Vol. I, Number 10, Pages 8-11 Scholastic, Inc. N.Y. 	Students will complete work exercises furnished by SCHOLASTIC MATH MAGAZINE. Based on its completion, the teacher will evaluate each student. If time allows, the students can evaluate furnished recipes, by making the cookies and feasting! Because the worksheet asks for a specific numerical asnser for each question, this worksheet will be evaluated with a numerical grade.

TECH DRAWING

GOAL AREA Career Implications of Subject Matter

Subject area competencies: *Using drafting tools skillfully and properly*

SUBJECT Mechanical Drawing

Basic skills: *Reading, writing, mathematics*

GRADE 9

Career development objective/indicator: *6.3B. Relates school subjects to their career implication*

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Careers which utilize technical drawing. II. Courses which would benefit career using mechanical drawing A. Mathematics B. Advanced Mechanical Drawing C. Business English D. Industrial Arts	1. Films and/or cassettes which show or tell about four highlighted careers (drafting, architecture, engineering, designing) and the related occupational requirements. 2. Discussions of each career shown in filmstrip, relating students' skills and abilities to each one. Categorize occupations into those that require technical drawing and those for which it is desirable but not necessary. 3. Students visit places to observe professionals in each career. 4. Outside speakers visit class and discuss each career. 4. Students may interview persons in drafting careers or other occupations that use technical drawing	Reference: Opportunities in Drafting, V.G.M. Architecture Filmstrip: Engineering For You, Schloat Cassettes: Architect, E.S.P. Audio Draftsmen; Industrial Designer, E.S.P. Audio Cassette Library Film: Working as a Designer, Careers in Communication Arts, Instructional Technology	Teacher made tests. Quizes prepared by film manufacturers, if available. Students should be able to list several job opportunities that require technical drawing.

$TOCK$

GOAL AREA Career Implication of Subject

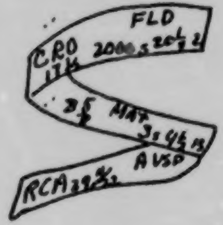
SUBJECT Mathematics

GRADE 6.3B

Subject area competencies: Multiplication of whole and mixed numbers, decimals and fractions

Basic skills: multiplications, changing fractions into decimals

Career development objective/indicator: 6.3B Relates school subjects to their career implications

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Multiplication A. Whole numbers B. Mixed numbers C. Decimals II. Regroup fractions into decimals. III. Skills that stock broker would exhibit A. Read stock figures in tables (newspaper) B. Record data C. Predict future trends based on past and present data	1. Discuss how the stock market operates and the role of a stockbroker in the market. 2. Introduce business section of the New York Times (or other major newspaper). 3. Use booklet by Nathaniel Nash to explain data of a given stock. 4. Teacher finds price of several stocks using skills from content area. (Regroup fractions applicable to stock market into decimals. Multiply decimals by 10, 100 and 1000; multiply mixed numbers by 10, 100, and 1000.) 5. Select two stocks and record data on student worksheet for three days. 6. Quiz on data given. 7. Plan a trip to the N.Y. Stock Exchange. Phone: 212-623-3000	1. New York Times Guide Booklet (free) entitled, "Stocks, Bonds, and Commodities." by Nathaniel Nash. (Write to the Times or call 212-556-1311 and ask for booklet.) 2. New York Times business section (or one from another major newspaper.) 	1. Students will be able to record and interpret data from a selected stock. 2. Test on knowledge from Content I. 3. Have students regroup fractions (1/8, 1/4, 3/8, 1/2, etc.) into mixed numbers. 4. Quiz on multiplying mixed numbers by 10, 100, 1000. 5. Collect and evaluate three data charts recorded by students and check accuracy of computation and net gain or loss of each stock.

Pyramid of Success

Subject area competencies: *Recognize occupations related to specific school subjects*

GOAL AREA *Career Implications of Subject Matter*

SUBJECT *Any Subject*

Basic skills: *Reading*

GRADE 9

Career development objective/indicator: *6.3B Relates school subjects to their career implications.*

CONTENT

I. School subjects
  A. Business
  B. Industrial arts
  C. Home economics
  D. Distributive Ed.
  E. Phys. Ed.
  F. Social sciences
  G. Others
II. Careers
  A. Secretary
  B. Mechanic
  C. Dietician
  D. Cashier
  E. Coach
  F. Social Worker
  G. Others

METHODS/ACTIVITIES

PYRAMID OF SUCCESS
(based on $10,000 Pyramid)

I. Construction of Game

  A. Cut 6 pieces of oak tag or construction paper into pyramid shapes.
  B. One one side of the pyramid write the category. On other side of pyramid write six careers which relate to a specific subject area.

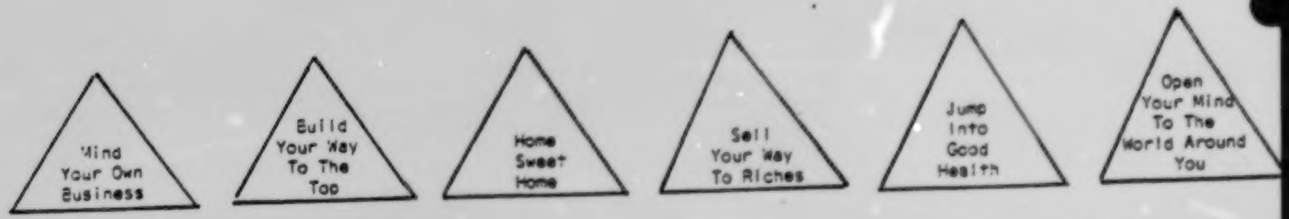
II. Playing the Game

  A. Two students are picked to play the game.
  B. Each of these students picks a partner.
  C. First team chooses one of six categories.
  D. Player has 30 seconds to describe the six careers on the pyramid to his or her partner.
  E. At the end of 30 seconds, the team receives one point for each of the six careers correctly identified.
  F. Second team picks one of remaining five pyramids and repeats Steps D and E.
  G. First team picks one of the remaining four pyramids. The player who gave "clues" the last time receives "clues" this time. Steps D and E are repeated.
  H. Second team picks one of remaining three pyramids and repeats procedure.
  I. The team which has fewest points picks one of remaining two pyramids and decides who will give and who will receive "clues" and repeats above procedure.
  J. The other team repeats procedure with remaining pyramid.
  K. Team with most points "Goes to the Pyramid."

III. Going to the Pyramid

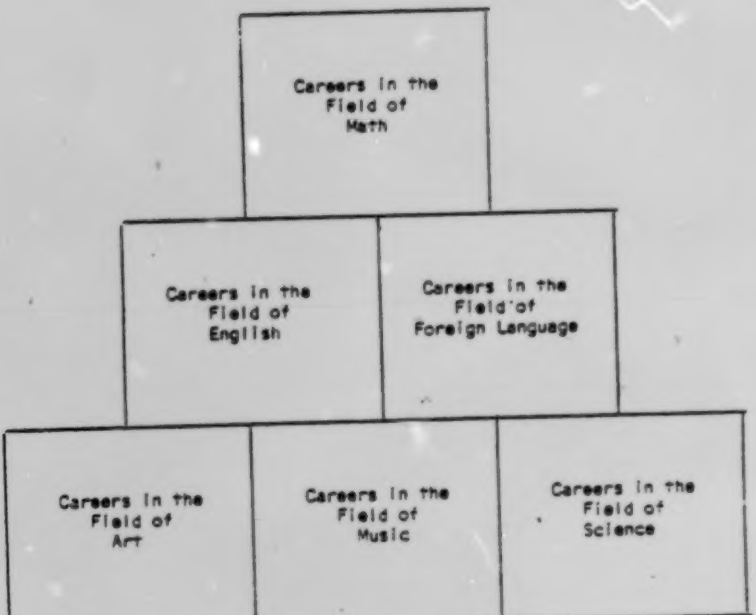
  A. Player giving "clues" faces chalkboard and other player has his or her back to the chalkboard.
  B. Student giving "clues" must list careers in a certain field. Partner must guess the field. Example: Song Writer, Drummer, Orchestra Leader--Careers in the Field of Music.
  C. Students are given 60 seconds to guess the six fields.

PYRAMID OF SUCCESS


Mind Your Own Business
Build Your Way To The Top
Home Sweet Home
Sell Your Way To Riches
Jump Into Good Health
Open Your Mind To The World Around You

Describe to your partner these occupations related to Business	Describe to your partner these occupations related to Industrial Arts	Describe to your partner these occupations related to Home Economics	Describe to your partner these occupations related to Distributive Education	Describe to your partner these occupations related to Physical Education	Describe to your partner these occupations related to Social Sciences
Accountant Receptionist Secretary Typist File Clerk Keypunch Operator	Mechanic Welder Electrician Carpenter Plumber Architect	Baker Seamstress Dietician Fashion Designer Chef Day Care Center Teacher	Real Estate Agent Cashier Buyer Hotel Manager Salesperson Store Owner	Coach Ski Instructor Lifeguard Camp Counselor Choreographer Physical Fitness Instructor	Social Worker Senator Lawyer Archaeologist Economist Psychologist

"GOING TO THE PYRAMID"
(Write this pyramid on chalkboard)


Careers in the Field of Math
Careers in the Field of English
Careers in the Field of Foreign Language
Careers in the Field of Art
Careers in the Field of Music
Careers in the Field of Science

Wood in Your World

Subject area competencies: To increase knowledge of career opportunities in the wood industry.

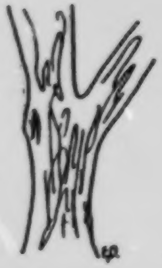
GOAL AREA Career Implications of Subject Matter

SUBJECT Science

GRADE 7-9

Basic skills: Read, write, speak

Career development objective/indicator: 6.3B Relates school subjects to their career implications.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Wood fulfills basic needs a. warmth b. shelter c. protection d. tools II. Uses of Wood a. basic needs b. furnishings c. transportation d. wood products 1. paper 2. turpentine 3. tar III. Careers a. logger b. mill worker c. carpenter d. cabinet maker e. furniture maker f. boat maker g. manufacturing IV. Research skills needed for jobs.	1. In an historical perspective, discuss uses of wood (ex., primitive man burning it; making tools, making weapons; shipbuilding; log cabins, etc.) Stress its importance in fulfilling basic needs. 2. Discuss today's uses for wood and wood products. Have students make two lists: one to contain all wood items in the classroom; the other, all wood items in their homes. 3. Students list job titles of individuals who have made each item (carpenter, furniture maker, paper mill worker). Do same activity for wood product items. 4. Name some jobs that constantly use wood. 5. Students select jobs that interest them and research each job for training, skills, work environment, salary, etc. 6. Students, as a group, build something of wood, e.g., bookshelf.	Pictures of things made of wood (past to present) Pictures of or items made of wood and wood products. Basic wood working tools (hammer, nails, saw, plane, sandpaper, level, etc.) 	Students explain the need that wood fulfills for people. Students depict the flow of wood from forest to finished product. Students list uses of wood in following environments: home shopping mall along the road Students name and describe ten occupations which use wood. Student name ten wood working projects that can be done in their homes. Students identify basic wood working tools

Greek Roots

Subject area competencies: Greek roots

Basic skills: Language arts

Career development objective/indicator: 6.3B Develops an educational plan to address career choice.

GOAL AREA	*Career Implications of Subject Matter*
SUBJECT	*Language Arts*
GRADE	7-9

CONTENT	*METHODS/ACTIVITIES*	*RESOURCES*	*EVALUATION ITEMS*
I. Ten Greek roots *II. Combining roots to form names of scientific occupations* *III. Development of definitions* *IV. Use of suffix endings as an indicator of a person (-ist,-or, -er)*	*1. Lecture - presentation of Greek roots.* *2. Discussion of combining of roots to form names of scientific occupations and fields.* *3. Formation of occupational terms by combining Greek roots in notebook and on blackboard.* *4. Identification of roots in these terms by boxing the roots in each word.*	*1. Scott, Foresman Intermediate Dictionary* *2. Learning Words, Level A, Keystone Ed. Press* *3. Basic Goals in Spelling, Kottmeyer and Claus*	*Teacher made test;* *1. identifying Greek roots in words* *2. combining of Greek roots to form words* *3. Provide definitions for words based upon roots present in the word*
Greek Roots - Def. *zo - animal* *bio - life* *ge - earth* *theo- god* *psyche - mind* *astro - star* *log - to study* *graph - to write* *auto - self* *botane - flower*	*Example* *bio log ist* *bio graph er* *zo o log ist* *psych o log ist*		

Name:______________________________ Date:__________________

Greek Roots

Circle the Greek roots in the following words.

zoology
botanist
astrology
theology
psychology

biologist
theologist
zoologist
botany
geology

biographer
psychologist
biology
astrologist

autobiography
geologist
botany
biography

Matching:

1. zo ___flower
2. bio ___animal
3. graph ___god
4. theo ___earth
5. ge ___star
6. astro ___to study
7. log ___mind
8. psyche ___self
9. auto ___to write
10. botane ___life

Provide definitions for the following terms based upon your knowledge of Greek roots.

1. biologist____
2. zoologist____
3. geology____
4. autobiography____
5. psychologist____
6. astrologist____
7. biographer____
8. theology____
9. botanist____
10. geologist____

A Night to Remember

GOAL AREA Career Implication of Subject Matter

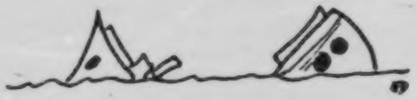
SUBJECT Language Arts

GRADE 7

Subject area competencies: Critical reading to determine how failure sometimes brings about needed changes

Basic skills: Relate subject matter leanred in school to maritime careers.

Career development objective/indicator: 6.4B Describes how knowledge can be gained through some kinds of failures that might not be gained otherwise.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Reading of "A Night to Remember" II. Monitoring of press ooverage of the disaster III. Discussion of changes brought about by sinking of Titanic IV. Listing of maritime jobs in book. V. Listing of maritime jobs today. VI. Comparison and contrasting of maritime jobs today and yesterday	1. General discussion of "A Night to remember which each student will have read. 2. Discuss press coverage of the disaster, changes [illegible]ht about by the sinking . of an "unsinkable" ship, maritime jobs mentioned in the book and maritime jobs today. I.e., Why was press coverage restricted almost entirely to first class passengers? Why were thrid class passengers ignored by press and crew? Was there a class system in America in 1912? What changes were brought about due to the sinking? (pp.81-81,text 3.Students will relate changes that were made due to the sinking to knowledge which can be gained through some kinds of failure that might not otherwise be gained. I.e., Press coverage of a disaster is not limited to any "class" of people - on the spot interviews or witnesses and survivors.	A Night to Remember, Walter Lord, Bantam Books, 1955 Dictionary of Occupational Titles Field trip to White Star Lines, N.Y.C. Resource person from White Star or Holland American Lines, NYC to visit class	Students will be asked several questions to determine if they can relate knowledge gained through failure to necessary changes. 

INFLUENCES

GOAL AREA Career Implications of Subject Matter

SUBJECT Language Arts

GRADE 6.5A

Subject area competencies: Career selection influences

Basic skills: Reading comprehension, listening, organizing

Career development objective/indicator: 6.5A Utilizes teachers, counselors, and other school personnel in pursuing career interests. Uses in school and out of school resources when exploring careers.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Listing of tentative cover selections by students II. Rank ordering of contributing factors to career selection III. Sharing of rank ordering for discussion	1. Each student will list a job(s) which he/she thinks would be what he/she wants to do after completing high school or further education. 2. Student then lists which of the following, in order of importance, were influential in selecting that particular job or career: a. parental influence b. career day activities at school c. field trips d. school counselor e. school courses taken f. teachers g. written materials (books, pamphlets, brochures). Please specify. h. TV, films, or other audiovisuals i. Other (specify) 3. Discuss importance of each resource in exploring a career selection.	All of the resources necessary for this module are provided under methods/activities.	After each student has completed his/her list, class is divided into groups of four or five. Each group is to rank the influences in order of importance. Each group can have only one list. When groups are finished individually, the list are put on the board to note how similar or dissimilar they are. As a final exercise, the class can devise one list giving the influences on job selection. Remember - compromise may be necessary

SOC-TECH-ECO-POL 7

7.1 Understands and applies sociological concepts.

A. Explores careers in terms of sociological implications of work.

- ❖ 1. Music, "Musical Stereo's" p.236
- ❖ 2. Language arts, "Making Ads" p.237
- ❖ 3. Music, "Orchestration" p.238

B. Explores work and careers in terms of social requirements such as in professions and unions.

- ❖ 1. Social studies, "Unions" p.239
- 2. Visit a large manufacturer in connection with a unit on the industrial revolution or other social studies area. Suitable plans might be automobile development, food processing plants, large corporate headquarters. Discuss the sociology of work and workers in that environment. Consider management structures, collective needs of workers. In contrast, visit a large farming industry - dairy, crop farmer, orchard. Compare the two working environments.

7.2 Evidences economic understanding.

A. Applies economic principles to personal resource management.

- ❖ 1. Mathematics, "Banking" p.240
- ❖ 2. Business education or home economics or social studies, "Credit" p.241
- 3. Mathematics. Students compute savings of articles purchased at a discount.

❖ 4. Science, "What's In That Jar" p.242-

❖ 5. Mathematics, "Wheels" p.243

❖ 6. Ask students to put down the amount of money they have on hand. Ask them when (and how) they intend to get more. Then ask them to list the expenditures they have between now and the time the student will get more. Have them evaluate the situation - will they have enough? Do their wants outnumber their resources? Note: The specifics of their responses do not need to be shared, but the concepts and conclusions may be. Personal budgeting can be as effective in teaching budgeting principals as using family budgets at this age. Social studies, "Working and Earning" p.244

❖ 7. Mathematics, "Mapping Time" p.245

8. Family life education. Students research the cost of having a baby from conception through the baby's first year. Divide the class into three teams representing economy, moderate, and luxury spending categories. Groups share findings with the class. Evaluate, using three questions:
   a. For which categories of items was the cost virtually the the same for all three groups?
   b. For which items was there the greatest amount of flexibility?
   c. What relationships do you see between the amount of money spent and the quality of parenthood?

B. Explores careers in terms of their economic importance to individuals and to society in general.

❖ 1. Mathematics, "Economics and Careers" p.246

2. Challenge students to find jobs that require no math. When a job is found, the student should place it on the chalkboard in a section provided. Leave the job there until the student successfully challenges it and is able to show that the worker uses mathematics. After a few months, challenge students to name jobs where very high powered math is used or where math is used with high frequency.

❖ 3. Science, "Additives" p.247

4. Students identify public health issues as they appear in newspapers and media (TV, radio). Select an issue and name all the careers that impact on that issue or are affected by it.

◆ 5. Social studies, "What is the Job Worth?" p.248

7.3 Evidences technological understanding.

A. Traces impact of technology on careers explored.

◆ 1. Social studies, "Three Generations" p.249
◆ 2. Language arts or social studies, "1902-198?" p.250
◆ 3. Science, "Oceanography" p.251
◆ 4. Mathematics, "Computers" p.253
◆ 5. Social studies, "Great Inventions" p.254

6. Obtain want ad sections from newspapers from different eras or time periods. (These may be found in libraries or obtained from newspaper publishers.) Compare availability of different kinds of jobs according to the technologies prevalent.

B. Explores careers in terms of technologies employed.

1. Science. Each student will construct a simulated space capsule out of common materials found around their house. Each simulated model space capsule will be designed to protect a simulated astronaut (raw egg). Construction will be left to each student. The finished model, however, must not measure more than eight inches on any one side. Upon completion of each model, the teacher will collect them and drop them one at a time from the roof of the school building or from an altitude of forty to fifty feet. After hitting the ground, each model will be opened and the egg (astronaut) examined.
   a. Broken egg - the astronaut is dead.
   b. Egg intact but yoke broken - astronaut has serious internal injuries.
   c. Egg intact and yoke intact - astronaut is safe.

❖ 2. Home economics, "Textiles" p.255
❖ 3. Science, "Electricity" p.256
❖ 4. Science, "Microscopes" p.257
❖ 5. Science, "Meterology" p.258

7.4 Evidences political understanding.

A. Explores careers in government.

1. Language arts, social studies. Students trace a political candidate in the newspaper for several weeks. Write a summary on candidate's qualifications, views on major issues, style of leadership, method of appealing to people, particularly those in special interest groups.

2. Social studies. Read biographies of Americans who have served their government during their careers. Discuss. Have people in public service careers speak to the class. Summarize qualifications needed by people in government.

❖ 3. Social studies, "Careers in Government" p.259

4. Look in the telephone book for municipal services provided in your town. Discuss the need for the services and research one or more in terms of background, training, job descriptions.

5. Students participate in school government. Discuss qualifications they have to make their role a success. Discuss areas of needed improvement.

❖ 6. Social studies, "A Bill Becomes A Law" p.260
❖ 7. Social studies, "On Trial" p.262

B. Gives examples of laws that protect workers or that relate to employment.

1. Use newspaper clippings to collect current news on instances of laws protecting workers. Also, have students suggest laws that do not exist but the students feel should be passed to protect workers.

2. Have students obtain from their municipal government a copy of the prevailing ordinances governing food service and sanitation. Discuss these laws and have students "monitor" eating places for compliance and report findings back to the class. Invite the board of health inspector to speak to the class regarding local laws and their enforcement.

3. Trace the steps in initiating, passing or enacting and enforcing legislation. (Follow a law during the year. Obtain daily or weekly information from Trenton - legislative hotline.) Have students find out how an individual can impact the process at any step. Social studies, "A Bill Becomes A Law"

7.5 Is aware of the need to eliminate sex bias and the need to compensate for the effects of sex role stereotyping.

A. Considers non-traditional areas of employment for men and women.

1. Use speakers representing non-traditional work roles.
2. Filmstrip, Choices Unlimited" available at EIC-MW, 202 Johnson Rd., Morris Plains, N.J. 07950
3. ◆ Social studies, introduction to vocations, "Sex Bias" p.263
4. ◆ Science, aerospace, "Women in Aerospace" p.265
5. ◆ Music, "Career Women in Music" p.266
6. ◆ Library, "Readers' Guide Says" p.268

B. Recognizes the effects of sex role stereotyping on individuals.

1. ◆ Language arts, "Stereotypes" p.269
2. Select any cluster or occupational area and explore the stereotypes that have been reflected in each. Research the potential for success that both males and females have in the cluster. Use department of labor statistics and other data sources.

MUSICAL STEREO'S

Subject area competencies: Music, physical education, social studies

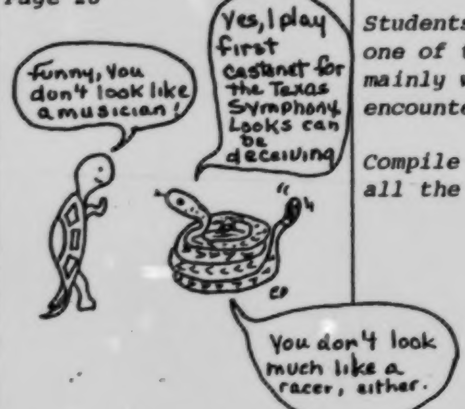
Basic skills: Reading, physical coördination, music

Career development objective/indicator: 7.1A Understand and apply sociological concepts when exploring careers in terms of sociological implications of work.

GOAL AREA Soc-Tech-Eco-Pol

SUBJECT Music

GRADE 9

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Stereotypes of musicians A. Less athletic? B. Are their activities physical skills? II. Sports figures A. Is good sense of rhythm important? B. Are some good musicians?	1. Discussion: Notre Dame football players are required to take a semester of ballet, tap or modern dance. How would this benefit them in a game situation? How common is it among multi-talented people that they have to make a choice between sports and music. 2. Give examples of musicians who are good athletes and vice versa (Tom Seaver, Luciano Pavarotti, Rosie Greir, Edward Vilella, Dick Button, Doug Flynn, Joe Frazier) 3. Marching in a marching band as a good coordinating factor: timing. Short and long range decisions (Eubie Blake(96) vs Pete Rose (41). The monetary decision as a factor. The long hours of practice for both. Scholarships available. 4. Examples to assist student to decide between sports and music. a. How much do I like music? sports? b. Must I give up one? c. How much of my life may I participate?	"Pavarotti, The Sportsman" Dial Magazine, March '81 "Musical Skates" Newark Star Ledger, Monday, April 13, 1981 Page 28  Funny, you don't look like a musician! Yes, I play first castanet for the Texas Symphony. Looks can be deceiving You don't look much like a racer, either.	Students name local and professional people who are strong in both athletics and music (all ages, both sexes). Students will interview at least one of them, concerning themselves mainly with sociological problems encountered. Compile a booklet filled with all the information.

MAKING ADS

GOAL AREA Soc-Tech-Eco-Pol

SUBJECT Language Arts

GRADE 9

Subject area competencies: Group discussion and interaction skills

Basic skills: Analysis, discussion

Career development objective/indicator: 7.1A Explores careers in terms of sociological implications of work.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Analysis of ads A. Potential buyer/user (age,sex) B. Tone (humorous) C. Layout, design D. Print size, substance and quantity of words, vocab. E. Basic appeal II. Facets of advertising A. Psychology B. Marketing C. Economics D. Art/photography E. Writing III. Advertising (propaganda) techniques A. Card stocking B. Patriotism C. Home folks D. Glittering generalities	1. Students cut out ads from magazines, newspapers and analyze. 2. Organize into groups of 3-4. 3. Groups decide on type of new product they want to create a magazine advertisement for (toothpaste-jeans-car, etc) All groups can work on a similar product or several groups can compete "to get the contract." The new product must be realistic - no outrageous claims. 4. Groups organize material into an advertisement for "Time Magazine." All must use same size white construction paper. 5. (Option) Photograph each poster in color.	magazines newspapers library books on: advertising psychology marketing economics photography for greater Popularity NO- FREE TOWEL With ea 100 purc Eat Gomp and be Admired by Everyone ED.	1. Students analyze the magazine or newspaper ads they bring in. 2. Students analyze an advertisement brought in by the teacher. 3. Students pass a quiz on elements of advertising. 4. Teacher will evaluate the advertisements created by each group. 5. Students will be able to discuss and describe the sociological implications of advertising.

ORCHESTRATION

Subject area competencies: Music Department Participant (chorus, band, keyboard class)

Basic skills: Music reading, listening

Career development objective/indicator: 7.1B Explorers work and careers in terms of social requirements such as in professions and unions

GOAL AREA Soc-Tech-Eco-Pol
SUBJECT Music
GRADE 9

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Responsibilities of individual to performing group. A. Punctuality B. Preparedness II. Accepted behavioral modes A. Rehearsal Technique B. Performance Criteria III. Instilling pride and esprit de corps in musical group A. Audience Acceptance B. Self Esteem	1. Compare qualities of those groups whose members are selected by competitive means (auditions) to those groups who are not. 2. Using copies of the International Musician and Downbeat, compare the listing of music job vacancies for those that require: a. Auditions b. Prior group experience 3. Discussion of the need for "team effort" for the success of the group a. Self improvement in the technical area b. Interdependence among all participants c. Defining responsibilities	The International Musician (monthly journal of the American Federation of Musicians). Downbeat Magazine Your Career In Music, Arco's Career Guidance Series	1. Students explain their responses to: "My Greatest contribution to the band is ___________." 2. Could the quality of participant behavior in school musical group suffice in professional organization? Stidemts explain.

UNIONS

Subject area competencies: Understanding purposes and methods of unions.

Basic skills: Reading, writing

Career development objective/indicator: 7.1B Explores work and careers in terms of social requirements such as in professions and unions.

GOAL AREA Soc-Tech-Eco-Pol
SUBJECT Social Studies
GRADE 7-9

CONTENT	*METHODS/ACTIVITIES*	*RESOURCES*	*EVALUATION ITEMS*
I. Definition of Union. *II. Purposes* *A. Better wages* *B. Better working hours* *C. Better working conditions* *III. Methods* *A. Collective bargaining* *B. Union shops* *C. Strikes* *D. Boycotts* *E. Political action* *IV. Occupations that require union membership* *V. Occupations that require membership in an association as an alternative to unions.*	*1. Define "union" - group of workers who organize to deal with their employers.* *2. Read material on content (see Resources).* *3. Introduct and explain vocabulary:* *union* *collective* *bargain* *craft* *unskilled* *semiskilled* *contract* *overtime* *seniority* *pension* *grievance* *strike* *picketing* *boycott* *candidate* *job security* *sick leave* *Content(continued)* *VI. Occupations that require neither union nor organizational membership.*	*Preparing For The World of Work, Frank Roskos, 1979* *F.R. Publications* *1103 St. Paul Drive* *Merrill, Wis. 54452* *715-536-2836* *Any similar vocational education workbook* *A history text used in your system* 	*1. Student knowledge and understanding of the content as evidenced by performance on multiple choice and true-false questions, such as:* *1) Talks about pay between employer and union are called:* *a. collective bargaining* *b. boycott* *c. strike* *d. pension* *2) A worker who has been with a company for a long time has:* *a. boycott rights* *b. job security* *c. craft skills* *d. overtime pay* *2. Students identify one or more tentative career interests. Consider whether union membership is required. Discuss orally or on brief paper.*

BANKING

Subject area competencies: *Understanding checking accounts*

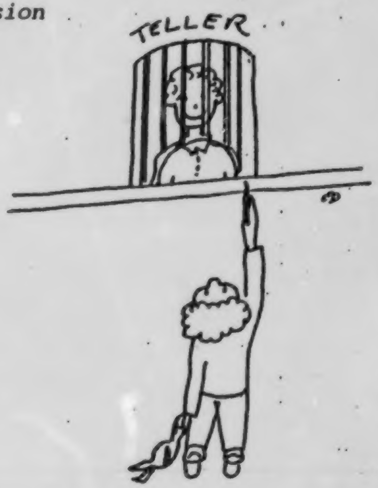
GOAL AREA *Soc-Tech-Eco-Pol*

SUBJECT *Mathematics*

Basic skills: *Addition and subtraction of decimals*

GRADE *8*

Career development objective/indicator: *7.2A Evidences economic understanding*
Applies economic principals to personal resource management.

CONTENT	*METHODS/ACTIVITIES*	*RESOURCES*	*EVALUATION ITEM(S)*
I. Various aspects of a checking account: *a. filling out deposit slip* *b. writing sample checks* *c. completing sample bank statement.* *II. Economic and operational principals of checking accounts* *a. why have checking accts* *1. convenience* *2. safety* *b. different types* *1. personal* *2. business*	*Worksheets of sample deposit slips, checks and bank statements are provided for each student.* *Teacher emphasizes the importance of accuracy in keeping a checking account.* *Discussion* 	*On the bulletin board, a sample checkbook is displayed. Worksheets are reproduced from:* *Troubleshooter I, Book 8, Houghton-Mifflin Company.* *Business and Consumer Arithmetic, 7th Ed., Prentice-Hall, Inc.* *Speaker*	*A test on checking accounts, with emphasis on accuracy.*

$$$ CREDIT $$$$

Subject area competencies: Understanding consumer credit - its use, advantages, and disadvantages

Basic skills: Reading, writing

Career development objective/indicator: 7.2A Applies economic principles to personal resource management.

GOAL AREA Soc-Tech-Eco-Pol

SUBJECT General Business

GRADE 9

CONTENT	*METHODS/ACTIVITIES*	*RESOURCES*	*EVALUATION ITEM(S)*
I. *Definition of credit:* "buying on time" II. *Types of credit:* Mortgage credit - long-term Consumer credit -short-term III. *Advantages of credit:* A. Immediate use of goods B. Can lead to higher standard of living C. May save money D. A convenience E. Credit customers get better service. IV. *Disadvantages of credit:* A. Temptation to overbuy B. Can be habit forming C. Credit costs money-finance charges V. *Three C's of credit:* A. Character B. Capacity C. Capital (Determine person's credit rating)	1. Students will derive the definition of credit after role playing a scenerio involving credit. They will discuss advantages and disadvantages. 2. Teacher presents three C's of credit. 3. Share with students various credit cards and contracts. 4. Show students a monthly statement. 5. Students make up examples of people who use credit. Describe the people and evaluate them on the basis of the three C's. 6. Students will out credit application. 7. Discuss career opportunities in the area of credit and collections. 8. Students ask people they know about the number and types of credit cards they have. Share findings with class.	1. Textbook: *General Business for Everyday Living*, Price, Musselman, & Hall, Gregg Div., McGraw-Hill, 1972. 2. Credit cards 3. Monthly statement 4. Credit applications Optional: Credit Bureau for additional info.	1. Evaluation of individual student input into classroom discussion. Evaluation will be based on quality and quantity of input into discussion. 2. Evaluation of individual student written personal opinions on consumer credit vs. no consumer credit. Evaluation will be based upon individual student's decision-making and reasoning exhibited in their work. 3. List plans for avoiding credit abuseby self and others.

What's in That Jar?

Subject area competencies: *Develop understanding of packaging deception.*

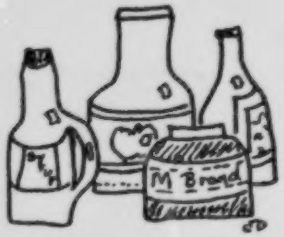
GOAL AREA Soc-Tech-Eco-Pol

SUBJECT Science

Basic skills: *Reading, math, writing, charting*

GRADE 7-9

Career development objective/indicator: *7.2A Evidences economic understanding. Applies economic principles to personal resource management.*

CONTENT	*METHODS/ACTIVITIES*	*RESOURCES*	*EVALUATION ITEMS*
I. Labeling A. Content II. Cost analysis A. By volume III. Container design A. Material B. Appearance C. Practicality IV. Liquid volume A. Actual B. Apparent	1. Discuss labeling and how product labels can be used to determine content or volume and relationship to becoming a good consumer. 2. Determine actual volume by filling each bottle with water and carefully measuring content with graduate or measuring cup. Record results. 3. Determine apparent volume by filling bottle as before. Lower it into a pail of water (which is filled to brim); catch runoff in spillover tray. Measure spillover and record results. 4. Compute chart information. 5. Round table discussion about results and the implicatons they have regarding the purchase of products. (Ex., the shape of the bottle may mislead the consumer on the actual size and content. The thickness of the material the bottle is made from could mislead consumer as to actual volume.)	1. Bottles of various shapes and material thickness. 2. Measuring cup or graduate 3. Overflow tray 4. Recording chart : a. container b. apparent volume c. actual volume d. $\frac{\text{apparrent volume}}{\text{actual volume}}$ e. recommended or not recommended.	1. Student will explain product labeling and what to look for to determine value based on volume. 2. Teacher observation. 3. Students will list steps to take to insure best price by volume. 

⊕⊕⊕⊕⊕WHEELS⊕⊕⊕⊕⊕

Subject area competencies: Computation of simple interest

GOAL AREA Soc-Tech-Eco-Pol

SUBJECT Math

GRADE 8

Basic skills: Computation of whole numbers and decimal fractions; understanding relationships between decimals, fractions, and percentage.

Career development objective/indicator: Applies economic principles to personal reasources management.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Introduction to simple interest computation A. Interest rates B. Comparison of interest rates C. Definition of technical vocabulary 1. simple interest 2. rate 3. principal 4. time D. Formula to compute simple interest E. Solution of formula II. Mathematical careers A. Non-professional B. Professional	1. Students will select auto or motorcycle choices from sales booklet and discuss autos, prices, and reason for selection. 2. Students will do comparison shopping from interest rate listings secured from local banks. 3. Students will do a dictionary search for definitions of technical terms. 4. Students will compute simple interest ($I = p \times r \times t$) for two given examples. \$4,000 at 8% for 3 years \$6,000 at 9% for 2½ years 5. Students using news ads will determine the actual purchase cost of auto as compared to advertised cost. 6. Students will do a listing of 25 careers and determination of which would use this skill in their career.	Auto sales booklet Listing of simple interest rates from community banks. Dictionary Formula for finding simple interest Auto sales advertisements from local newspapers Ditto sheet ad for the sale of five autos	1. Student will be able to compare interest rates and arrive at the best rate for a loan. 2. Student will be able to define terms associated with simple interest. 3. Student will be able to express the simple interest formula and to identify abbreviations. 4. Student will be able to convert information to the correct location in the formula. 5. Student will be able to do comparison shopping for the best actual purchase cost of five autos. 6. Student will be able to relate how this skill would be used in a non-professional and professional career.

WORKING & EARNING

GOAL AREA Soc-Tech-Eco-Pol

SUBJECT Social Studies/Guidance/Consumerism

GRADE 7-9

Subject area competencies: Understand economic principles of society

Basic skills: Reading, writing, listening computation

Career development objective/indicator: 7.2A Applies economic principles to personal resource management

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Income A. Wages, allowances, chores other sources of income. B. Deductions taxes insurance, social security, etc. II. Budget management A. Food, clothing shelter B. Social activities C. Other expences III. Keeping Records IV. Political/Economic factors influencing income	1. Have student write down how much money he/she earns per week. 2. Have student name the source of income and how he or she happened to get job or allowance. 3. Explain deductions if any from income. 4. Have student explain what he or she does with income every week. (Prepare budget.) 5. Have student listen to news reports and read newspaper. Have student report on how economic and political issues may be affecting income. 6. Have student explain and name various careers which are directly related to personal resource management. e.g. bankers, accountants, lawyers, etc.	TV Newspapers DOT Friends Relatives H&R Block Literature Income tax booklet Local Bar Assoc. CPA Society History testbooks 	1. Student can prepare a weekly monthly or yearly budget. 2. Student can figure payroll deductions & student will be able to relate economic/political events to own income. 3. Student will be able to name career which relate to personal income management.

Mapping Time

Subject area competencies: Making circle graphs

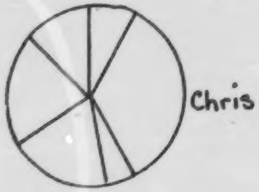
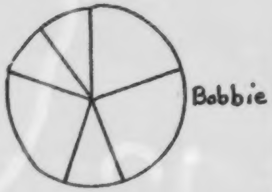
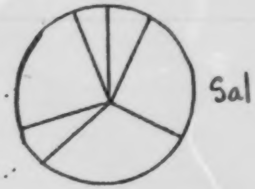
Basic skills: Finding percent of a number

Career development objective/indicator: 7.2A Applies economic principles to personal resource management.

GOAL AREA Soc-Tech-Eco-Pol

SUBJECT Math

GRADE 7-9

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Finding percent of a number II. Measureing with a protractor III. Budgeting hours in day IV. Budgeting allowance or money earned.	1. Explain that students will be making circle graphs and are to keep a diary of all activities for 3 days. They are also to write down how they spent their last 2-weeks allowance or money earned. 2. Time graph: have students list hours spent sleeping, eating, at school, on homework, on personal grooming, at job or chores, on all else. 3. Students calculate the percent of the day spent at each activity and discuss the value of budgeting their time. 4. Money graph: students list money spent for food, clothing, charity, fun, savings, on all else and calculate the percent of their money spent for each item. 5. Discuss the importance of budgeting money, saving for large purchases, planning for economic emergencies. 6. Students change their percentages into degrees of a circle and construct circle graphs, measuring the degrees with a protractor. 7. Display graphs.	  	1. Students can satisfactorily draw a circle graph. 2. Students can find a percent of a number and convert that number to the number of degrees in a circle.

Economics & Careers

Subject area competencies: Decimals

Basic skills: Addition, multiplicaton, subtraction of decimals

Career development objective/indicator: 7.2B Explores careers in terms of their economic importance to individuals and to society.

GOAL AREA Soc-Tech-Eco-Pol

SUBJECT Mathematics

GRADE 7-8

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
Decimals I. Relevance to everyday life II. Changing fractions to decimals III. Addition/subtraction IV. Multiplication	1. Discuss need for a duties of a securities analyst, investment counselor, and a securities salesperson. Explore their jobs in banks, governments, corporations, and individual lives. 2. Students role play the job of a stock broker by investing $5000-$10,000 in 2-4 stocks for a client. Follow the stocks by charting and graphing the prices of each. Sell the stocks after two weeks. Compute profit or loss of buying and selling stocks. 3. Invite a financial expert in the field to speak to the class about the jobs listed above. STress economic need for persons, groups and society. 4. Students research a job connected with economics and write a reprot on career chosen. Inluce the economic importance of the job for individuals and society. Students decide if it is a possible occupation for them. 5. Field trip to New York Stock Exchange to focus on careers in economics.	New York Stock Exchange visit by class or individual. Slides can be taken and shown to class. What's the Market? by James Wood, published by Duell, Sloan and Pearce.	Report on a career dealing with economics Computational test on operating with decimals.

++ ADDITIVES ++

Subject area competencies: *Ability to identify certain chemicals found in foods*

GOAL AREA Soc-Tech-Eco-Pol

SUBJECT Science

GRADE 8

Basic skills: *Reading, writing, basic chemistry*

Career development objective/indicator: *7.2B Explores careers in terms of their economic importance to individuals and to society in general.*

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Food additives A. definition B. types II. Positive and negative effects of additives A. birth defects B. nutritional value C. effect on body development D. preservation qualities III. Regulatory agencies A. federal B. state C. county IV. Careers that relate A. food processing 1. chemistry 2. quality control 3. research Content (continued) B. Regulatory agencies 1. research 2. enforcement C. Other 1. consumer advocacy 2. writers, reporters, media 3. professional health services	1. Provide a fact sheet on additives. 2. Ask students to collect a variety of labels from foods at home and list the substances found on these labels. 3. Circle additives, underline nutrients. 4. Students look up these substances and note their importance in our foods and the effects, or use the fact sheet. 5. Students have a pro-con debate regarding the necessity of chemical additives in processed foods. 6. Have students list possible careers relating society's health in terms of additives. 7. Take field trips or view films about food processing or invite speakers to the classroom.	Newspaper articles concerning food additives. Library references Consumer reports Guest speakers: cancer society; county health dept. F.D.A. Filmstrip, "Careers in Government" (Pathescope Educational) Media, Inc., New Rochelle, NY Civil Service bulletin	1. Students will identify three additives found in foods. 2. Students will distinguish between beneficial and harmful effects of chemical additives in an essay. 3. Students will be able to describe careers that are concerned with public health and safety.

WHAT IS THE JOB WORTH ?

GOAL AREA Soc-Tech-Eco-Pol

SUBJECT Social Studies

GRADE 9

Subject area competencies: Comparative studies of similar objects

Basic skills: Problem solving, math skills, writing

Career development objective/indicator: 7.2B Explores careers in terms of economics

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Lists of occupations II. Salary levels of occupations	1. Select five occupations. Ask students to guess the approximate average salary for each. Then present the following lists and have students guess salaries for each occupation. Review the lists and give realistic ranges for each. List 1: R.N., L.P.N., Technician, Doctor, Orderly List 2: Teacher, Administrator, Teacher's Aide, School Nurse, Cafeteria Worker List 3: Department Store Manager, Sales Clerk, Night Security Guard, Buyer for Dept. Store, Secretary for Store Office 2. Discuss the value of work done by each group. Discuss that in a given industry or field, there are a wide range of salary levels. Discuss also that the work one does may be socially valuable without being the most highly paid.	Occupational Briefings Current want ads Counselor	Discussion of economic information and comparisons of social values and salaries.

Three Generations

Subject area competencies: Students will understand impact of technology on careers

GOAL AREA Soc-Tech-Eco-Pol

SUBJECT Social Studies

Basic skills: Writing, listening, reading

GRADE 7-9

Career development objective/indicator: 7.3A Traces impact of technology on careers explored.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. How same job differs in different generations. II. Job characteristics A. Pay B. Clothes C. Tools D. Conditions E. Training III. Definitions A. Technology B. Generations	1. Each student will compare pay, tools and working conditions through a chart or diagram for one of the following: a. A job held by their grandparents 20 years ago with the same job held by their parents today. b. A job held by their parents today with the same job held by them 20 years from now. c. A job held by their grandparents, parents, and their spouse each working when they are 30 years of age. 2. Students display projects to class and discuss each career, citing how the job changed and if society changed the job.	Paper, pencils, markers, crayons Reference materials, i.e., Occupational Handbook, history books, encyclopedias, etc. may be helpful. 	Teacher evaluation of class discussion. Class evaluation of projects in terms of technologies represented.

1902-19??

Subject area competencies: *Reading comprehension, simple computational skills*

GOAL AREA Soc-Tech-Eco-Pol

SUBJECT Language Arts or Social Studies

GRADE 7

Basic skills: *Critical reading, comprehension, skimming, reasoning and research skills*

Career development objective/indicator: *7.3A Traces impact of technology on careers explored*

CONTENT	*METHODS/ACTIVITIES*	*RESOURCES*	*EVALUATION ITEMS*
I. Technological advances *II. Role of technology in determining price increases* *III. Products and kinds of technology appearing since 1902.*	*1. Using copies of 1902 Sears catalog and a current catalog, analyze technological advances in a group of items that existed in 1902 and are currently in use. What role might technology play in determining price increases? i.e., Are refrigerators more expensive than ice boxes solely because of inflation?* *2. Have students use both old and new Sears catalogs to discover products and kinds of technology which have appeared since 1902.* *3. What jobs no longer exist becuase of technological advances? How much have technological changes affected prices? What new jobs have been created due to technological advances? Discuss.*	*1902 Sears Roebuck Catalog Crown Publishers, Bounty Books, New York, NY* *The Great Learning Book, Addison-Wesley, 1977, p. 16* *Current copies of Sears catalog*	*Look up the prices of a set of items in both the 1902 catalog and the current catalog. Using simple computational skills, determine the rate of inflation since the turn of the century.*

OCEANOGRAPHY

GOAL AREA Soc-Tech-Eco-Pol

SUBJECT Science

GRADE 8-9

Subject area competencies: Earth Science - oceanography

Basic skills: Composition of ocean waters

Career development objective/indicator: 7.3A Traces impact of technology on careers explored.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Composition of Ocean Waters A. Salinity B. Dissolved materials II. Comparison of Early Oceanography to Research Today A. Involvement of Govt. and private agencies B. Equipment used III. Careers Resulting from Increased Technology in Oceanographic Research IV. Evaluation	1. Students read text or reference to determine salinity and dissolved minerals in sea water. Discuss definition of salinity and how oceanographers measure it. Name instruments and methods used. 2. Working in assigned groups, students use reference materials to gain information about early oceanography and oceanographic research today. Suggested group topics: early oceanography; "Challenger" (1972-1976); government sponsored research projects; research by private agencies; equipment used. 3. Other groups using career resources, explore career options resulting from advanced oceanographic technology. Careers should include marine geologist, marine biologist, divers, hydrographer, geophysical technician, oceanographer, marine engineer. 4. Each group reports findings to class. 5. Discuss technological advances in oceanography and resulting career options.	Namowitz, Samuel, Earth Science, American Book Co N.Y. 1978, pp. 224-260 or other basic Earth Science text Encyclopedia Americana, 1978, Vol. 20 Encyclopedia Brittanica, 1974, Vol 13. Science and the Future Yearbooks 1978, 1979, 1980 Encyclopedia Brittanica,Inc U.S. Government agencies: Naval Oceanographic Office Suitland Maryland. Coast and Geodetic Survey, Dept. of Commerce, Wash.DC National Ocean and Atmosphere Admn. Sandy Hook Lab., Highlands NJ	Multiple choice test: Example 1: The most abundant mineral found in sea water is sodium chloride. The next most abundent mineral in sea water is: A.calcium sulfate B.magnesium chloride C.potassium sulfate Example 2: To measure the ratio by weight of minerals to sea water, the oceanographer would use: A. echo sounder B. thermometer C. salinometer

Oceanography (continued)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
	5. (cont'd) Ask such questions as, "What impact may future technologies have upon careers in the field of oceanography?" Ex.: mining of manganese, deep-sea videotaping, oceanographic cartography,	Private agencies: Scripps Institute of Oceanography, LaJolla, California Woods Hole Oceanographic Inst. Woods Hole, Mass. Inst. of Marine Science Miami, Florida Dictionary of Occupational Title, U.S. Dept. of Labor, 1977 Occupational Outlook Handbook, U.S. Dept. of Labor, 1978.	

Computers

Subject area competencies: Punctuation, capitalization, creative writing

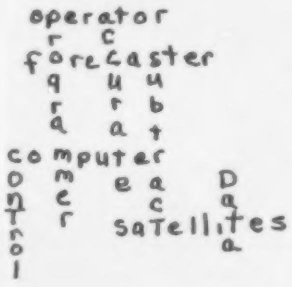
Basic skills: Writing

Career development objective/indicator: 7.3B Traces impact of technology on careers explored.

GOAL AREA Soc-Tech-Eco-Pol

SUBJECT Language Arts

GRADE 7

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. How computers are used in jobs today A. Weather forecast B. Banks C. Telephone co. D. Others. II. Jobs computers do A. Data processing B. Process control III. Computers in home and industry IV. Computer components V. Computer types VI. Computerized careers	1. Discuss how computers are used in businesses today. 2. After viewing filmstrip, "The Computers at the Airport," list the jobs computers can do. 3. Have students write to computer manufacturers for information on computer technology. Study language and components. 4. Have students write an essay on "How I Would Use My Very Own Computer." 5. Prepare a bulletin board on "Uses of the Computer." 6. Encourage students to think of new uses for the computer of the future. 7. Computer puzzle:  operator r c forecaster q u u r r b a a t computer o m e a D n e c a T r satellites r a o l	Library materials on the computer Filmstrip, "The Computers at the Airport" Pictures of computers used in different ways and jobs Spenser, Donald, What Computers Can Do, Camelot Publ. Rice, Jean, My Friend, The Computer, T.S. Denison Co. Electronics store Basic Basic, Coan, Hayden Publishers, NY 1970 Using Basic, 50 W. Kellog, P.O. Box 3526, St. Paul, Minn., 1979. Computer crossword puzzle	Participation: discussion, listing jobs, uses of computer. Students must cover content areas in their participation. Essays: punctuation, sentence structure, capitalization, spelling. Questions: Of what advantage is it for organizations or managers to computerize their business? How has computerization affected jobs and job availability? Do you think our society should become moreor less computerized? What would happen if all computers were shut down?

GREAT INVENTIONS

GOAL AREA Soc-Tech-Eco-Pol

SUBJECT Social Studies

GRADE 7-9

Subject area competencies: Study of 1800's to examine effect of technology on careers.

Basic skills: Vocabulary, cause and effect, making hypotheses, reference skills, drawing conclusions, graphs and charts, making inferences, compare and contrast

Career development objective/indicator: 7.3A Traces the impact of technology on careers in terms of technologies employed

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Identify inventors and inventions of the 1800's A. Study the effect on jobs. B. Study the effect on people's lives II. Compare the 1800's with present day technology. III. Speculate on expectations of the future.	1. After gathering data, students will graph data showing how technology produces jobs and changes jobs. These should reflect technology of the 1800's and present day examples. Students will then compare the past with the present and make inferences about the future. 2. Students will role play the effect technology has on people's lives. Ex.: farmer vs. factory worker (past; teacher vs. computer (future). Class discussion will include advantages and disadvantages of both. 3. Fabricate a hypothetical situation: students will make up an invention idea and list the possible results. E.G.: Robot Maids (effect on people's lives) -increase in jobs to produce, repair, etc. the Robot Maid -increase in leisure time and decrease in strenuous jobs done by people. Advantages: eliminate need for screening employee (robot) for integrity, loyalty, etc.	Text - unit on 1800's and inventions Encyclopedia Graphs and charts "The Story Behind Great Inventions" Elizabeth Rider Montgomery, Dodd, Mead, 1944	Class participation Contribution to class discussion Unit test Group projects

Methods/Activities (continued)

Disadvantages:
- inability to answer phone, converse, handle service and delivery people.
- inability to care for children
- inability to reason

TEXTILES

Subject area competencies: Use and diversification of textile products and technology

GOAL AREA Soc-Tech-Eco-Pol

SUBJECT Home Economics

GRADE 9

Basic skills: Knowledge of fibers, textile products and jobs in everyday life.

Career development objective/indicator: 7.3B Explores careers in terms of technologies explored.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Fibers which are made into textiles A. natural B. man made II. Use of textiles in everyday life III. Careers associated with production and utilization of fibers and textiles A. production of raw fibers B. Textile construction C. Preparation for industrial and home use D. Distribution of textile products	1. Discuss the origin of the four main natural fibers. Name as many man made fibers as possible. 2. List textile products we find in our daily life. Discuss findings with class. 3. In small groups, discuss and make a list of careers associated with a. production of manmade and natural fibers. b. construction of textiles. c. utilizing textiles in the production of other products (drapes, cars, etc) d. distribution of textile products to wholesalers and retailers. e. distribution to consumers. f. ecology - repairing or recycling of textiles and products.	Magazines such as "Co-Ed" and "Seventeen" Creative Living, Butterick Publishing, NYC. 1979 Dictionary of Occupational Titles, 4th Ed. 1977 Occupational Outlook Handbook, 1978-79 Young, Mary Jane, A Curriculum for Consumer and Homemaking Programs in NJ, Gr. 7-12. State Dept. of Educ., Div. of Vocational and Career Prep., Rutgers.	1. Students will be able to identify the four main natural fibers and five man made fibers. 2. Students will be able to list ten uses of textiles in our everyday life. 3. Students will be able to use the Dictionary of Occupational Titles and/or Occupational Outlook Handbook to name and describe at least ten occupations directly related to the utilization of textiles.

ELECTRICITY

Subject area competencies: *Explain production of energy*

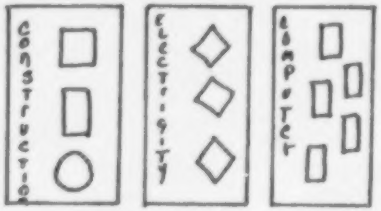
Basic skills: *Understand energy, its forms and examples*

Career development objective/indicator: *7.3B Explores careers in terms of technologies employed.*

GOAL AREA Soc-Tech-Eco-Pol

SUBJECT Science

GRADE 7-9

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Define energy II. How electricity is produced. III. Forms of energy A. Chemical B. Mechanical C. Light D. Ehectircal E. Heat IV. Production of electricity and energy changes A. Fuel produces heat B. Heat generates steam C. Steams turns turbine D. Turbine turns generator armature E. Generator produces electricity F. Electricity lights bulb.	1. Define energy, list forms and give examples. 2. Demonstrate production of electricity by moving a bar magnet through a coil of wire hooked to a galvanometer. 3. Duplicate copies of block diagram of steps in generating electricity and give to students, or make transparency. Students are to identify energy changes in each step. 4. Students select three technologies and make a poster showing examples of the application of each technology by cutting out pictures from magazines and pasting them on the posters. 5. Make a bulletin board of the posters.	Eisler, Sanford, M. Stock, Murray. Physical Science Lab Science Text, N.Y. Cambridge Book Co., 1972 Dictionary of Occupational Titles, Fourth Ed. 1977	1. Students swap posters. For each technology on the poster, students list at least two careers related to the picture shown. EXAMPLE  Construction: house builder, mason Electricity: line person; electrical engineer Computer: programmer, computer technician

Content (continued)

V. Technologies associated with construction and operation of a generating plant.

Mechanics, heat, electrical, construction, transportation computer.

Microscopes

GOAL AREA Soc-Tech-Eco-Pol

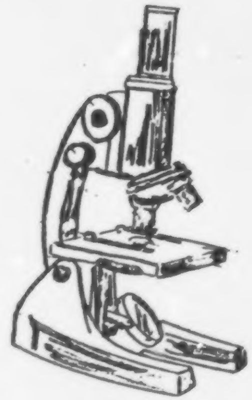
SUBJECT Science

GRADE 7

Subject area competencies: Relating career opportunity to subject matter

Basic skills: Reading, recording information, lab skills

Career development objective/indicator: 7.3B To acquire and use technical understanding to learn about related careers.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Introduction to microscope A. History B. Development 1. Simple a. single lens b. magnifying glass 2. Complex a. 2+ lenses b. greater power II. Lab work A. Parts of compound microscope 1. ocular lens 2. tube 3. objective lenses 4. arm 5. stage 6. spring clip 7. mirror 8. base B. Uses of various parts C. Occupations using micro scopes	1. Teacher introduces names Leeuwenhook (Lay-ven-hook) and Hooke. Discuss progress made since their inventions and point out that these men saw value in observing and recording observations. 2. Class discussion on uses and values of microscopes in modern society. 3. Students label ditto on parts of microscope using their own microscope and text for guidance. 4. Discussion of various microscope parts. 5. Discussion on different occupations in which microscopes are used.	Life Science; A Problem Solving Approach, Ginn and Co. Class microscopes 	Students should be able to label a diagram of a compound microscope with names in proper locations. Students should be able to name at least two of the major contributors in the field of microbiology.

meteorology

Subject area competencies: Reading Thermometer reading borometers graphing

GOAL AREA Soc-Tech-Eco-Pol

SUBJECT Schience

GRADE 7

Basic skills: Decimals, degerees Celsius

Career development objective/indicator: 7.3B Evidences technological understanding explores careers in terms of technologies employed

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Meteorologists are weather scientists. II. Meteorologists use many instruments to prepare weather reports. A. Thermometer 1. Degrees Celsius 2. Measures Temperatures B. Barometer 1. Read in tenths (decimals) 2. Measures atmospheric pressure III. Temperature and barometer readings appear in the newspaper. IV. Careers affected by weather V. Careers that require knowledge of*	1. Place a thermometer outside the classroom. Take daily temperature readings. 2. Keep a barometer in the class room. Take daily readings. 3. Make a graph of the daily temperature and barometer readings. 4. Figure the week's average temperature at the end of the week. 5. Write letters to the National Weather Service for information on weather instruments. 6. Visit a weather station or a college weather club to see the instruments. 7. Invite a weather forecaster to visit the class.	Newspaper Weather Map Books: Berger, Melvin, National Weather Service, John Day Co. N.Y. 1971 Thompson, P.R. and R. O'Brien, Weather, Time-Life Books, N.Y. 1968 Weather Publications Superintendent of Documents, U.S. Printing Office, Wash. D.C.	1. Students can read thermometers accurately within two degrees. 2. Students can read barometer within .1 degree. 3. Students graphs will be accurate. 4. Students will be able to accurately forecast the weather 70% of the time. 5. Students can distinguish high and low temperature in the newspaper. 6. Students can figure correct average temperature 80% of the time.

*weather forecasting

CAREERS in GOVERNMENT

Subject area competencies: To increase knowledge of career opportunities in government

Basic skills: Read, write, speak; basic knowledge of Civics

Career development objective/indicator: 7.4A Explores careers in government

GOAL AREA Soc-Tech-Eco-Pol

SUBJECT Social Studies

GRADE 7-9

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Government Services A. Departments of Service 1. Armed Forces 2. Police Dept. 3. Fire Dept. 4. Parks/ Recreation 5. Transportation 6. Library 7. Health Dept. 8. Schools II. Job Opportunities B. Departments of Service 1. Soldier 2. Police Affair 3. Fire fighter 4. Naturalist 5. Bus Driver 6. Library Aide 7. Nurses's Aide 8. Teacher's Aide	1. List and discuss the various services the government supplies to the American citizen (postal, protection, parks & recreation, libraries, armed forces, transportation, health, social security security, ...) 2. List and investigate the various job opportunities in each of these services. 3. Discuss sources of government job openings. Describe the Civil Service Bulletin, job banks, the State employment offices. 4. Students research job descriptions and qualifications Content (continued) III. Sources of government jobs IV. Qualifications needed in government jobs.	Civil Service Bulletin Newspapers Janus Job Planner, Career Planning, Wing Jew and Robert Tong, Janus Publications, 1976, pp. 75-88 Dictionary of Occupational Titles, U.S. Dept of Labor Trip to Town Hall Trip to Courthouse and jail Guest speakers	1. Students will identify government services which offer employment opportunities. 2. Students will match a job opportunity to its appropriate government agency. 3. Students will locate three skilled, semi-skilled, and unskilled job offerings in the Civil Service Bulletin. 4. Students will complete a Civil Service Bulletin application blank. 5. Students list basic skills needed by government workers. 6. Questions: Which government position out of those discussed had the highest salary? Which position would need the most education? Which position would you choose and why?

a bill becomes a law

GOAL AREA Soc-Tech-Eco-Pol

SUBJECT Social Studies

GRADE 7-9

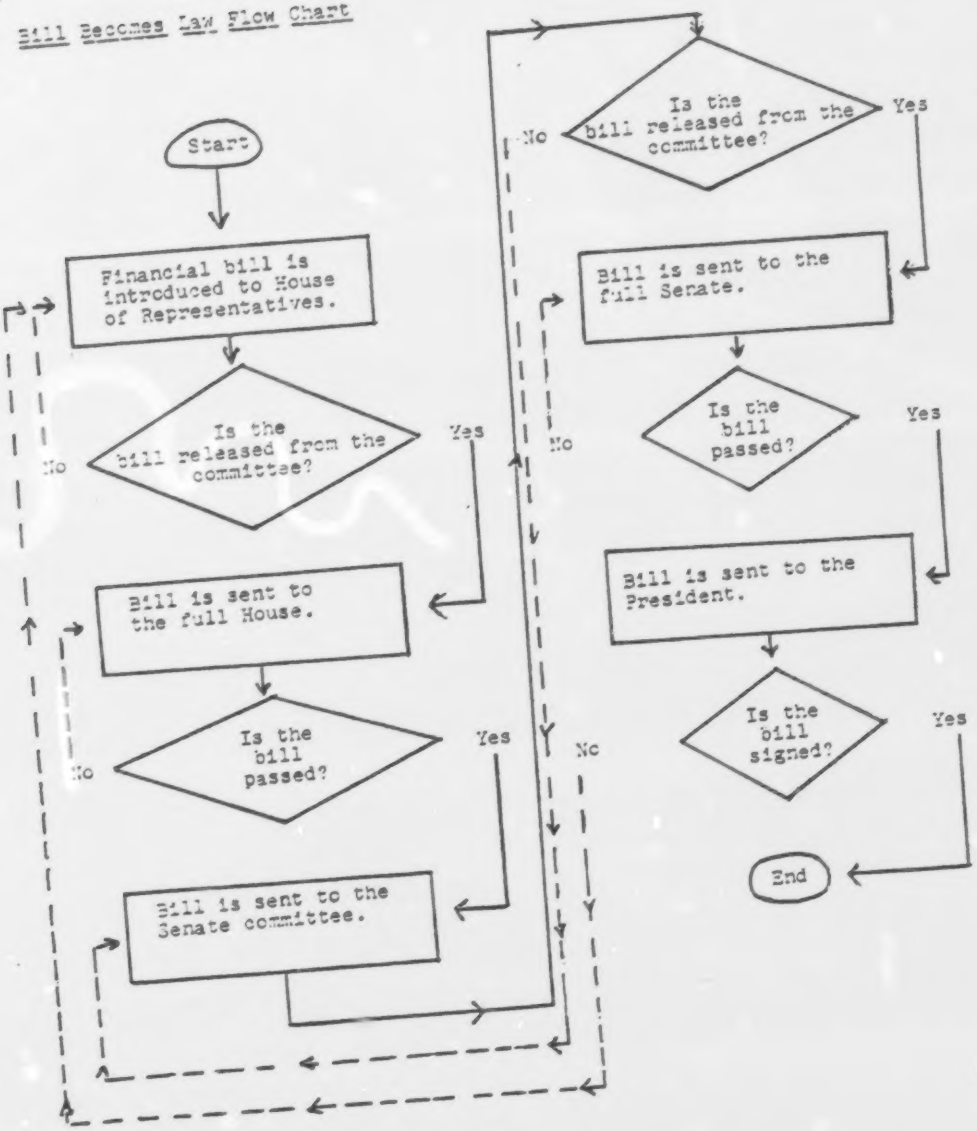
Subject area competencies: How a financial bill becomes a law

Basic skills: Identify sequence and order of events, listening, speaking.

Career development objective/indicator: 7.4A Explores careers in government

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. How financial bill becomes law A. Introduced to House B. Studied in committee C. Voted in House D. Sent to Senate committee E. Voted in Senate F. Sent to President II. Skills needed A. Well informed B. Articulate C. Persuasive D. Able to compromise III. How citizens can impact bills at each step.	1. Prior to the first session , students are taught the U.S. Constitution. 2. Students role play representatives and senators. 3. Class divided in thirds. One third will be senators, one third will be representatives, one third will be citizens. Five senators and five representatives are elected by the students to be committee members. 4. A student will introduce a bill. Ex.: a bill to improve mass transportation in the Northeast. 5. The committee members from the House will discuss pros and cons of the bill and present it to the House. Discussion, with representatives airing viewpoints from the area to receive assistance and from other regions. A vote is taken. 6. Senate committee discusses bill and presents it to Senate, it is discussed, and a vote taken. The teacher role plays the President who receives bill from Senate.	U.S. Constitution Methods (cont'd) 7.At every step, the "citizens" are to keep track of the progress. They should "write" to their representatives, make phone calls, lobby, or take other appropriate action at each step.	The students will fill in a flow chart to demonstrate the steps in passing a bill into law. Class discussion after each session to determine what skills Representatives and Senators need to be effective. Note: For this lesson, students may make up a rule for the class, to be passed. This can make the lesson more meaningful for the students. Have class consider a problem in the class that can be solved by passing a rule or "Law."

Bill Becomes Law Flow Chart


Start
Financial bill is introduced to House of Representatives.
Is the bill released from the committee?
No
Yes
Bill is sent to the full House.
Is the bill passed?
No
Yes
Bill is sent to the Senate committee.
Is the bill released from the committee?
No
Yes
Bill is sent to the full Senate.
Is the bill passed?
No
Yes
Bill is sent to the President.
Is the bill signed?
No
Yes
End

ON TRIAL

Subject area competencies: Group discussion, interaction, and identification of steps in trial procedure.

Basic skills: Interpretation of illustrative material

Career development objective/indicator: 7.4A Explores careers in government.

GOAL AREA Soc-Tech-Eco-Pol

SUBJECT Social Studies

GRADE 9

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Steps in Criminal Trial Procedure A. The Crime B. The Suspect C. The Warrant D. The Arrest E. The Preliminary Hearing F. Bail G. The Grand Jury H. The Arraignment I. Jury Selection J. The Trial II. Jobs associated with Criminal Trial Procedure A. Law Enforcement Officer B. Magistrate C. Lawer D. Sheriff E. Bail Bondsman F. Bailiff G. Court Clerk H. Legal Secretary	1. Distribute outline of criminal trial procedure and Newsweek article for homework before first class. 2. Show filmstrip. 3. Discussion of individual steps in criminal trial procedure. 4. Show filmstrip again. Ask students to list occupations they can identify in each step of criminal trial procedure. 5. Divide class into groups of five or six. Ask groups to share infromation on occupations. 6. List occupations on blackboard. 7. Discuss occupations and their relationship to criminal trial procedure.	Filmstrip: "The Criminal Court" Guidance Assoc. #400 901, 1975 "How Justice Works: The People vs. Donald Payne" Newsweek, March 8, 1971	1. Students will hand in the following assignment: Take an occupation we have discussed in class and write a scenario on what one step in criminal trial procedure would be like without that occupation. 2. Students are given a quiz in which they must list the ten steps in criminal trial procedures and five occupations associated with them.

SEX *BIAS*

Subject area competencies: Sex bias

GOAL AREA Soc-Tech-Eco-Pol

SUBJECT Social Studies, Intro to Vocations

Basic skills: Discussion

GRADE 7

Career development objective/indicator: 7.5A Recognizes needs of both men and women in carrying out careers.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Definitions A. Bias B. Stereotypes C. Discrimination II. Examples of traditional work roles for men/women III. Examples of effects of stereotyping. A. Non-use of potential B. Unfair economic practices C. Lowered aspiration IV. Examples of sex bias A. Language B. Behavior C. Myths, beliefs	1. Students give three occupations that can only be done by man and three that can only be done by women as a pretest. 2. Show following movies and filmstrips: "Free To Be, You and Me," "Fable of He and She," "Changing Images." 3. Develop a list of sexist occupational terms to raise consciousness of sexism in the work world. 4. Develop two bulletin boards: a. Working World b. Sexist Words 5. Discuss magazine advertisements of women and men in various jobs. 6. Have the students again list three occupations that can only be done by a woman or by a man.	1. "Changing Images" Univ. of Calif., Extension Div., Berkeley CA 16mm film 2. "The Fable of He and She" Learning Corp. of America, NYC, 16mm 1976 3. "Free To Be...You And Me" McGraw-Hill, NY (book, record, filmstrip 1975) 4. "Strategies For Equality: Careers and Guidance" Training Inst. for Sex Desegregation, Federation Hall, Douglass Campus, New Brunswick NJ 08903 (Winter 1978-79 5. Worksheet: How Do You Feel?	The evaluation for this unit is the comparison of the list of occupations on the pretest with those on the posttest. Given samples of ads, students pick out sex bias represented in them. Students edit paragraphs and correct for sex bias.

HOW DO YOU FEEL?

TOPIC A. In the column beside each word, indicate whether you associate the particular characteristic with males or females or either. Be sure to put down your first reaction.

	m	f	either		m	f	either
1. Affectionate				11. Analytical			
2. Compassionate				12. Dependable			
3. Nurturing				13. Kind			
4. Loyal				14. Strong			
5. Sensitive				15. Enterprising			
6. Sympathetic				16. Creative			
7. Tender				17. Courageous			
8. Understanding				18. Adaptable			
9. Warm				19. Ambitious			
10. Intelligent				20. Practical			

TOPIC B. The following list of descriptions may be applied to either males or females. Record your reaction to each characteristic for each sex; that is, indicate by completing the face how you feel if a girl possesses this quality and how you feel if this is a boy's characteristic.

☺ I like it ☹ I dislike it 😐 I feel neutral

	males	females		males	females
1. Aggressive	○	○	11. Emotional	○	○
2. Assertive	○	○	12. Coordinated	○	○
3. Athletic	○	○	13. Inquisitive	○	○
4. Competitive	○	○	14. Organized	○	○
5. Dominating	○	○	15. Industrious	○	○
6. Forceful	○	○	16. Faithful	○	○
7. Independent	○	○	17. Careful	○	○
8. Self reliant	○	○	18. Brave	○	○
9. Capable	○	○	19. Artistic	○	○
10. Mechanical	○	○	20. Precise	○	○

Women in Aerospace

GOAL AREA Soc-Tech-Eco-Pol

SUBJECT Science, Aerospace

GRADE 7-9

Subject area competencies: Sociology - awareness of openings in various careers regardless of sex

Basic skills: Locate sources of information

Career development objective/indicator: 7.5A Considers non-traditional areas of employment for men and women.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Women in Aerospace A. Background B. Breakthrough 1. WWII - WASPS 2. Scientific role post-Sputnik era 3. Spinoff of Apollo program C. Contemporary role 1. Airlines 2. Military 3. NASA II. Educational Requirements A. Basic skills B. Tech/Voc Skills C. College Degree	1. Students will investigate historical background information relating to women's roles in aviation/aerospace. 2. Students will investigate contemporary opportunities for women in the field of aviation/aerospace. 3. Students, as an extension of #2, will inquire about salary ranges, work activities, etc., and compare these with formerly all male occupations. 4. Students will investigate and report to class members biographical information on current female airline pilots, NASA astronauts, aircraft corporate executives, air traffic controllers, military pilots, etc.	1. Local library 2. Info from govt. and/or civilian agencies who may employ such personnel 3. Federal Aviation Admn, Office of Aviation Policy Wash., DC 20591 Booklet #GA-300-140 "Women in Non-Traditional Avaition and Space Careers" 4. Airline Pilot Magazine May, 1978. "First Ladies of Flight Deck" 5. Aerospace, Vol 13, #1 February 1975, "A Salute to Women in Aerospace" Published by Aerospace Industries Assn. Washington, DC	1. Students post items in American history by date, then arrange aviation happenings to correspond with regular history. May also investigate "female" aviation happenings as they are found. 2. Students write a sample resumé for an application as a female flight crew member. 3. Students write letters asking various personnel to visit their schools/classrooms. 4. Students may construct a picture story showing females in non-traditional aerospace roles.

CAREER WOMEN IN MUSIC

GOAL AREA Soc-Tech-Eco-Pol

SUBJECT Music

GRADE 9

Subject area competencies: *English, music, sex ed., social studies*

Basic skills: *Reading, writing, discussion*

Career development objective/indicator: *7.5A Considers non-traditional areas of employment for men and women.*

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Women in music A. Conductors B. Composers II. Sex and stereotypes regarding instruments A. Statistics on sex of beginning music students 1. only girls take flute 2. only boys take drums B. Characteristics of instruments that make stereotyping a factor 1. shape or size 2. tone quality	1. Discussion: Who are some famous women conductors? How did they get into the field? Did they have to go a different route than men? How do they compare in number to men conductors? 2. Consider the same questions in the area of composing. 3. Why are the three most famous classical flutists men and two of the most famous jazz flutists men, when 99% of 7-9th grade students studying flute are females? What other instruments are sexually stereotyped. How long have women sung in choruses? Who was the last "Castrati?" 4. Listen to taped interviews with famous women conductors and composters. 5. Study/survey your school and others to determine if sex bias exists. 6. Students search magazines and newspapers and bring in relevant articles.	"Music's Wonder Woman" Sarah Caldwell - Time Magazine, Nov.10,1975 "Somogi on Stage" TV program featuring conductor Judy Somogi, Mon.,Apr.6,PBS "Sophisticated Lady" Newsweek, Aug. 23, 1976 "Indigenous Music" The Nation, Apr.1,1978 "Notes from the Orchestra Pit" Ms.Magazine, Apr.77 "Queen of the Cajun Sound" Ms Magazine, Nov. 1977 "Women in Music" Multi-media Kit, Apr.-May 1977 Two filmstrips, two records "Terry Garthwait: Cookin' Her Own" Ms Magazine Sept. 1976	Have students write an opinion paper. Included could be such items as the history of ERA and the history of N.O.W. Any sexual bias that you feel still exists in today's society. What you think the future holds for women. Collect any surveys compiled by students and return them in booklet form.

Career Women in Music (cont'd)

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
	7. Students write to philharmonic orchestras to obtain rosters and/or collect programs from concerts. Analyze male and female representation in general and by section.	"Melba Liston" Ebony, June 1977 "Music" Commonweal, Sept. 30, 1977 Three articles by women from The School Musician 3/81 "Solo and Ensemble Contests" p. 42 "Selecting a Summer Music Camp" p. 20 "Was This Band Planned" p. 22 "Doriot Anthony Dwyer" Redbook, Oct. 78 "Feminine Labor" Newark Star Ledger, Tues. April 21, 1981	

READER'S GUIDE says

Subject area competencies: *Use of research tools*

GOAL AREA *Soc-Tech-Eco-Pol*

SUBJECT *Language Arts*

GRADE *7-9*

Basic skills: *Use of Reader's Guide*

Career development objective/indicator: *7.5A Considers non-tradiitonal areas of employment formen and women.*

CONTENT	*METHODS/ACTIVITIES*	*RESOURCES*	*EVALUATION ITEMS*
I. Career areas *II. Use of Reader's Guide* *III. Ratio of prominent men to women in each career field listed.*	*1. Introduce ten careers that were previously considered to be primarily choices for men:* *a. law* *b. politics* *c. sports* *d. medicine* *e. finance* *f. electrical workers* *g. religion* *h. construction* *i. communication/media* *j. agriculture* *2. Distribute sample pamphlet of Reader's Guide and call attention to the following* *a. location of Guide in media center;* *b. list of magazines indexed and abbreviations at front of Guide* *c. frequency ofpublication* *d. similarity to card catalog* *e. use and value of subject approach* *f. how to interpret abbreviations* *g. use of cross references* *h. how to select and ask for magazines* *3. Using annual issues of the Abridged Reader's Guide from 1970-1980, students will research individual career choices selected from career list, and will list prominent people (by sex) in career field for each year, 1970-80.*	*How to Use the Reader's Guide to Periodical Literature and Other Indexes, H.W. Wilson Co., 950 University Ave. Bronx, N.Y. 10452 (free copies available upon request)* *Abridged Reader's Guide to Periodical Literature 1970 through 1980 H.W. Wilson Co., N.Y.* *Master chart with categories listed*	*Students write a summary of findings concering sex bias reflected in one or more occupational area. Reflect on the effects of sex bias to individual, to society.* *Librarian-prepared test.* *Students translate a listing in Reader's Guide into language enabling user to retreive an article in a magazine.*

Methods (continued)

4. Using listings of prominent people in each career and comparing listings year-by-year, students give their research findings for compilation onto master chart.

5. Librarian-prepared test given to each student.

Stereotypes

Subject area competencies: Making judgements by analyzing factual and nonfactual material

GOAL AREA Soc-Tech-Eco-Pol

SUBJECT Language Arts

GRADE 7-9

Basic skills: Evaluating material and making decision; using persuasion.

Career development objective/indicator: 7.5B RXcognizes the effects of sex role stereotyping on individuals.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Words which give preconceived opinions A. Association w/ meaning B. Preconceived knowledge II. How writers sway thinking III. How knowledge of preconceived judgements has influenced today's job market for men and women	1. Students answer sheet on association of work with meaning to understand idea of preconceived opinions which can be learned from people, what we hear and see. 2. Use newspaper advertisements to associate words w/pictures which try to sell a product based on preconceived judgements. Have students read newspaper article, editorial or feature story and identify words which inform and those which persuade the reader to agree with the writer's opinion. Lead students to recognize that judgements are influenced everyday through reading material. 4. Students write in answers to jobs which reflect male and female roles. Discuss what factors influenced their decisions. Discuss male and female roles in the home.	Activity sheets Newspaper Magazines Methods (continued)	1. Students work with a partner and write two advertisements for a job. One, using words which connotate traditional values toward men and women in employment, and one using words which refrain from stereotyping men and women in areas of employment.

5. Write the word "Stereotype" on the board. Relate this word to preconceived ideas about the roles of men and women in today's job market.
5. Using the want ads, have students list written words which indicate a change in stereotyping in today's job market. Discuss how these same ads would have been written according to traditional values.

STEREOTYPES

I. Match the following list of words with their traditional stereotypes.

______ popular

______ glasses

______ money

______ fat

______ vocabulary

______ sexy

______ blonde

______ baby

______ candy

______ muscles

______ skinny

11. handsome
6. intelligent
2. studious
4. ugly
8. dumb
12. weak
1. life of party
3. cute
7. pretty
5. travel
10. reward

II. Pictures try to sell you a feeling. Analyze what feelings each picture is trying to sell. Write down the words that are being used to influence you that are not facts.

Examples:

1. The Threat: You will be left out, ignored, laughed at if you don't use this product.

2. The Promise: This car takes you on vacations, to parties to have fun. Did you ever see an ad for a car that takes you to work?

3. The Snob: This product may cost you more but you will look like a very important person.

4. Popularity: The product is displayed in a group of happy people. This seems to say that if you use the product, you'd be in that situation also.

5. Look At Me: Some products show very noticeable people. The ad implies that if you use the product, people will notice you.

6. Cinderella: Ads that show some horrible example, and then a handsome or beautiful "after" shot.

7. Pseudo-Scientific: Ads that use scientific words you can't understand trying to impress you.

CAREER INFORMATION 8

8.1 Uses knowledge of personal values, interests, needs, limitations to explore career options.

A. Knows personal needs, interests, values and explores careers according to these criteria.

❖ 1. Social studies, "Interest'n' Conditions" p.275
❖ 2. Social studies, "Let Your Fingers Do The Walking" p.276

B. Explores careers in terms of potential satisfaction, including monetary and non-monetary rewards.

❖ 1. Mathematics, "Time Is Money" p.277
❖ 2. Mathematics, "Payroll" p.278

8.2 Knows how to locate and use appropriate career information.

A. Uses relevant resources for exploring careers.

1. Using career information resources, (DOT, Occupational Outlook Handbook, Exploring Careers, Handbook of Occupations) have students phrase specific career inquiries, select the appropriate resource, and then answer the inquiry.

2. Using career information resources, research a career of interest and construct a visual representation of that career (poster, diarama, mobile, collage).

❖ 3. Foreign language, "Latin And The Law p.279
❖ 4. Language arts and business education," Where And How To Write" p.281

5. Invite guest speakers to present career information. Vary the speakers to emphasize the variety of information resources (job placement coordinator , guidance counselors, holders of different occupations).

❖ 6. Biology, "To Your Health" p.287
❖ 7. Art, home economics, "Interior Decorators" p.288

B. Explores careers by clusters and levels.

❖ 1. Foreign language, "Spanish Career Search" p.289

2. Construct a bulletin board or poster detailing the many careers found in a career cluster.

❖ 3. Science, mathematics, "Traffic Safety" p.290
❖ 4. Social studies, "Clusters" p.291
❖ 5. Social studies, "Agribusiness" p.292

C. Uses community resources to obtain career information.

❖ 1. Social studies, "Careers In Government" p.295
❖ 2. Any subject, "Career Resources" p.296

3. Visit any personnel office in the community to survey the job titles offered in that office. Report findings in either written or visual form. Or, invite personnel directors from the community to speak to the class on job titles offered in their office.

❖ 4. Science, "Science Careers In The Community" p.297
❖ 5. Language arts, "Know Your Community Resources" p.298
❖ 6. Aerospace, "Aerospace Jobs" p.300
❖ 7. Science, biology, "At The Zoo" p.302

8.3 Is aware of a range of career options and their requirements.

A. Explores a broad range of occupations in terms of their requirements.

❖ 1. Mathematics, "Match Makers" p.303
❖ 2. Language arts, "Is There Life After High School?" p.304
❖ 3. Home economics, "Jobs In Clothing" p.305

4. Have students choose an occupation of interest. Research to learn qualifications and then list things to be done in or out of school to meet those qualifications.

5. Select a piece of equipment (telephone, hammer, computer, etc.). List all jobs that use that piece of equipment.

6. Following a definition/discussion of apprenticeships research and identify occupations requiring apprentice training. Resource: Jobs For Which You Can Train Through Apprenticeship, U.S. Department of Labor Handbook.

❖ 7. Language arts, "Clothes Tell" p.306
❖ 8. Guidance, "Job Market Analysis" p.307

B. Identifies several different career options that require similar skills.

❖ 1. Mathematics, "Above Average" p.308
❖ 2. Mathematics, "What's The Percent?" p.309
❖ 3. Industrial arts, "Soft And Hard Woods" p.310
❖ 4. Language arts , "Job Nouns" p.312
❖ 5. Language arts, "Full Sentences, Please" p.314
6. Foreign language, "Career Information" Develop a questionnaire to gather information on jobs and careers which utilize foreign language skills. Administer to parents or friends and organize results into data file form.

7. When viewing any film or materials related to an occupation or career, compile a list of occupations or careers related to the one being spotlighted.

❖ 8. Music, "Finger Dexterity" p.315
❖ 9. Foreign language, "Research It" p.316
❖ 10. Mathematics, "Who Needs Trig?" p.318
❖ 11. Language arts, "Career Changes" p.319

12. Students list occupations thatmake frequent use of the telephone. Study and role play telephone skills. Contact Bell Telephone Company for filmstrip, "Who's Calling, Please?" and spirit masters containing role playing situations.

❖ 13. Social studies, "It Takes A Certain Type" p.320

8.4 Uses decision making skills to identify career directions.

A. Analyzes career options in terms of a number of appropriate criteria including mobility, job security, and life style.

❖ 1. Foreign language, "Decisions...Decisions" p.321

2. Study volunteer jobs in the community, e.g., fire, ambulance, etc. Ask volunteer workers to visit class to describe satisfactions derived form such work.

3. List occupations that demand high mobility and those that require low mobility. Discuss advantages and disadvantages of each.

◆ 4. Language arts, "Life Style" p.323

INTEREST'N' CONDITIONS

Subject area competencies: *To increase knowledge of career information based on personal interest and need.*

GOAL AREA Career Information

SUBJECT Social Studies

GRADE 7-9

Basic skills: *Read, write, speak*

Career development objective/indicator: *8.1A Knows personal needs, interests, values and explores careers according to these.*

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Self Awareness A. Work interest 1. office work 2. selling 3. serving others 4. manual labor 5. running machines 6. repairing 7. caring for others 8. creating B. Work conditions 1. indoors/out 2. busy/quiet 3. travel/none 4. with people/ with things 5. doing same things/different 6. supervised/not 7. unskilled/ semi skilled Content (continued) C. Compare/contrast choices for compatibility II. Job Exploration A. Explore variety of jobs in 8 job clusters	1. Discuss the eight areas of work. Offer jobs titles and job descriptions for each area. Draw from students similar information. Then ask students, "What would you like to do?" Students describe one or two jobs in three of the areas which are of interest to them and verbally present the choices and reasons. 2. Explore the various work conditions, stressing "Where do you want to work?" and "How do you want to work?" 3. Compare work interest (job titles) with working conditions. Have students focus on presented situations where the two choices are compatible and incompatible. Have students focus on their own choices for compatibility. 4. Students explore job titles in the eight job clusters, choosing 3-5 jobs that suit their preferences.	Janus Job Planner, Career Planning, Wing Jew and Robert Tong, Janus Publications, 1976, pp. 7-15, 23-26, 75-88	Students match job titles to appropriate areas of work. Students appropriately choose the correct job title given descriptions of individual's work interests and work conditions. Students list at least two job titles in each of the eight job clusters.

Let Your FINGERS Do the WALKING

GOAL AREA Career Information

SUBJECT Social Studies

GRADE 7

Subject area competencies: *Using telephone directory and encyclopedia*

Basic skills: *Using reference materials*

Career development objective/indicator: *8.1A Knows personal needs, interests, values and explores careers according to these criteria.*

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Reference materia A. Telephone book B. Encyclopedia II. Listing activity A. Hobbies B. Personal interest C. Personal values D. Personal strength III. Matching career to personal lists. IV. Expanding info on selected career A. Encyclopedia index. B. Needed info V. Sharing student's work VI. Evaluation	1. Distribute telephone directories and discuss how the reference sources are organized (alphabetically, by subject/ service offered). 2. Students list 10 items in sentence form which are based on some or all of these considerations: hobbies; areas of personal interest; personal value areas; areas which are strong points. 3. Students refer to the yellow pages to select a career/occupation which relates to each of their 10 items and record it next to item. 4. Use encyclopedia or other source to expand information on the 10 careers/ occupations they have identified and write a short paragraph on each. 5. Paragraph should include a) career/ occupation title; b)what does the worker do? c) what skills, attitudes, training is needed? d) related employment, job mobility, changes for advancement. 6. Students share aloud their reference work from #1 and 2 above.	Telephone directory with yellow pages (1 per student) Encyclopedias Other related books on careers, career clusters or the world of work	Students will refine personal lists of hobbies, interests, etc., down to 5 preferred statements and will list 5 careers/occupations which would relate strongly to each of their 5 statements.

Methods (continued)

7. Class will develop through discussion broad areas of interest, need, value, hobbies. These should be general enough to allow clustering of several careers under this umbrella.
8. Students will cluster their personal career/occupation titles (the 10) under these developed general areas either as classwork or as homework.

$$$$$$$$ TIME IS MONEY $$$$$$$$

GOAL AREA Career Information

SUBJECT Mathematics

GRADE 7

Subject area competencies: *Computation*

Basic skills: *Mathematics*

Career development objective/indicator: *8.1B Uses knowledge of personal values, interests, needs to explore career option.*

CONTENT	*METHODS/ACTIVITIES*	*RESOURCES*	*EVALUATION ITEMS*
I. Use the help wanted ads *II. Recognize the different salaries for different occupations* *III. Compute salaries as hourly, daily, weekly, etc. wages* *IV. Identify salaries in different forms.*	*1. Students work in groups, using the help wanted columns of the newspaper.* *2. Students find and list jobs that list salaries in various forms.* *3. Students use ad to compute salaries in different forms:* *hourly* *daily* *weekly* *monthly* *yearly* *4. Compare salaries for each occupation.* *5. Discuss reasons for different occupations having different salaries.*	*Newspaper*	*Computation sheets* *Discussion: did the student cover the points listed in the content?* *Student identifies jobs in ads* *Student lists jobs from ad.*

PAYROLL

Subject area competencies: Understanding different pay scales

GOAL AREA Career Information

SUBJECT Mathematics

GRADE 8

Basic skills: Addition, subtraction, multiplication of decimals

Career development objective/indicator: 8.1B Explores careers in terms of potential satisfactions including monetary and non-monetary rewards.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Analysis of different types of pay scales II. Explaination of terms A. Gross pay B. Net pay C. Deductions III. Computation of net pay from gross pay IV. Non-monetary rewards of work	1. Provide each student with three worksheets: time wages payroll register, piecework payroll register, commission payments. 2. Students compute net pay by subtracting total deductions from the gross pay. 3. Discuss the advantages and disadvantages of each pay scale.	Worksheets are attainable from Business and Consumer Arithmetic, Seventh Edition, Prentice-Hall, Inc.	Test on payrolls. Discuss preferences in terms of pay: salary vs. commission Discuss non-monetary rewards of work.

Latin & the Law

Subject area competencies:

GOAL AREA Career Information

SUBJECT Foreign Language

Basic skills:

GRADE 7-9

Career development objective/indicator: 8.2A Knows how to locate and use appropriate career information - - Uses relevant resources for exploring careers.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Legal Profession A. Defined B. Categorized	1. In small gorups (2-3), students indicate previous backgorund in the field of law.	Student background ditto sheets	Completion of ditto sheet with answers specifically found in resources mentioned, or if other sources are used, bibliography will be included.
II. Latin expressions used in law.	2. In class discussion, students will read their answers (voluntarily or when called upon). Student commentary should be encouraged.		
III. Resources for exploring legal professions	3. In teacher-generated discussion, students will be presented with various sources for locating further information on the area of law.	Various career resources e.g. Encyclopedia of Career & Vocational Guidance. Guidance Office	
	4. Students will complete ditto sheet/* concerning career information in the field of law making use of sources disucssed.	Same as #3 *"International Lawyers" Rice, Exploring Careers in Foreign Languages J. Weston Walch, Publisher	

NAME

LATIN AND THE LAW

EXERCISE I. Briefly answer the following items. Do not leave any blanks. This will not be graded.

Define Law.

List at least three occupations which involve knowledge of the law (omit lawyer)

Approximately how many Americans are lawyers?

The following are examples of various types of lawyers. Identify them:

- Lone (single) practitioner
- Specialized practitioner
- Organized lawyer (law firm)
- Government lawyer
- Corporate lawyer
- Lawyer/Professor
- Lawyer/Judge

Approximately what percentage of lawyers are women?

Latin is important to anyone desiring to enter the field of law (terminology). Why might a knowledge of this terminology be helpful to the average person?

EXERCISE II. Can you gues which Latin expression identifies each legal definition?

CAVEAT EMPTOR

QUASI CONTRACT

HABEAS CORPUS

AMICUS CURIAE

IUS COMMUNE

SUBPOENA

IUS INTER GENTES

TORT

INTERVIVOS

NON COMPOS MENTIS

1. implied agreement between parties, presumed by law
2. injury or wrong committed with/without force to a person or property
3. usually an attorney appointed to assist the court in arriving at a decision
4. Common law
5. among living persons (in reference to such things as gifts.
6. not of sound mind
7. cases in which the item to be purchased is presented and examined by the buyer
8. a writ to bring a party before a court to present false imprisonment
9. international law
10. writ commanding attendance or appearance of a witness or party in court or before a judicial office.

Where & How to Write

Subject area competencies: *Requesting Career Information*

Basic skills: *Reading, listening, communication, typing*

Career development objective/indicator: *8.2A Uses relevant resources for exploring a career*

GOAL AREA *Career Information*

SUBJECT *Language Arts and Personal Typing*

GRADE *9*

CONTENT	*METHODS/ACTIVITIES*	*RESOURCES*	*EVALUATION ITEMS*
I. Choosing a subject area. *II. Writing the letter* *III. Typing the letter* *IV. Mailing the letter* 	*1. Discuss some of the sources of career information.* *2. Teacher explains the handout, WHERE TO WRITE FOR CAREER INFORMATION, and asks students to choose an area of interest and copy down the name and address of the potential supplier of career information.* *3. Review the parts of the letter by illustrating them on the chalkboard.* *4. Discuss with the students those items which should be mentioned in the body of the letter.* *5. Students will prepare an outline of the topics they wish to cover in their letters.* *6. Students will prepare a rough draft of their letter requesting career information and submit it for teacher approval.* *7. Teacher will return to students the rough draft copy of their letter with remarks or suggestions noted on the copy and students will re-write their letters, making corrections if necessary.* *8. Students will type their letter in an acceptable letter style and submit it (with an addressed envelope to the teacher for mailing.*	*Prepared handout: WHERE TO WRITE FOR CAREER INFORMATION. (See attached)* *DOT* *OCCUPATIONAL OUTLOOK HANDBOOK* *ENCYCLOPEDIA OF CAREERS* *PERSONAL AND PROFESSIONAL TYPING (Testbook) p.91* *Student prepared outline.* *Student's rough draft & corrected copy.*	*1. Students will have a subject area of career interest.* *2. Students will have a name and address of a potential supplier of career information written down.* *3. Students will be able to name the parts of the letter.* *4. Each student will have a written outline of topics.* *5. Each student will have a rough draft letter for teacher observation.* *6. Students will produce a mailable letter.*

WHERE TO WRITE FOR CAREER INFORMATION

A listing compiled by:

Rosanne M. Moran

For:
Educational, Occupational, &
Community Information

Because career requirements can change so frequently, I have found that, in most cases, the best sources of career information are organizations that are involved in a particular field of work. This listing is a compilation of some of the sources I have learned about or obtained information from. Most organizations offer free or low-cost materials upon written request. The organizations are arranged according to subject areas.

ACCOUNTING

Accounting Careers Council
National Distribution Center
P. O. Box 650
New York, N.Y. 10019

American Institute of Certified
Public Accountants
666 Fifth Avenue
New York, NY 10019

ACTORS & ARTISTS

Associated Actors & Artists
of America
226 West 47th Street
New York, NY 10036

ADVERTISING

American Association of
Advertising
200 Park Avenue
New York, NY 10017

AEROSPACE

National Aeronautics & Space
Administration
Washington, DC 20546

Academy of Aeronautics
La Guardia Airport Station
Flushing, NY 11371

AGRICULTURE

Department of Agricultural
Communications
Texas A & M University
College Station, TX 77843

US Dept. of Agriculture
Office of Information
Washington, DC 20250

AUTOMOBILE

Automobile Service Tech.
Central Placement Services
Ford Motor Company
World Headquarters Bldg.
1 American Road
Dearborn, MI 48121

AIRLINES

United Airlines, Inc.
Stewardess Recruitment
Section
P. O. Box 66140
Chicago, Il 60666

Eastern Airlines
Supervision-Flight Attn.
Recruitment
Miami International
Miami, Fl 33148

American Airlines, Inc.
Manager-Flight Attn
Recruitment
American Airlines
Stewardess College
Greater Southwest
International Airport
Fort Worth, TX 76125

*United Airlines
P. O. Box 8800
Chicago, Il 60666

ANESTHESIOLOGISTS

The American Society of
Anesthesiologists
515 Bruce Highway
Park Ridge, ILL. 60068

ANTHROPOLOGY

American Anthropological
Association
1703 New Hampshire Avenue
Washington, DC 20009

APPAREL

Clothing Manufacturers
Association of the US
of America
135 West 50th Street
New York, NY 10020

Amalgamated AFL CIO
(Clothing Workers of
America)
15 Union Square
New York, NY 10003

BAKING

American Institute of
Baking
400 East Ontario Street
Chicago, Ill 60611

APPRENTICESHIPS

Bureau of Apprenticeship &
Training
US Dept. of Labor
Main Labor Bldg.
14th & Constitution
Washington, DC 20210

ART

Dept. of Public Information
Philadephia College of Art
Broad and Pine Street
Philadelphia, PA 19102

ARMY

Department of Army
Headquarters, US Army
Recruiting Command
Hampton, VA 23369

ASTRONOMY

American Astronomical
Society
211 Fitz Randolf Road
Princeton, NJ 08540

ATOMIC ENERGY

U. S. Atomic Energy Comm.
P. O. Box 62
Oak Ridge, TN 37830

AUDIOLOGY

American Speech & Hearing
Association
9030 Old Georgetown Rd
Washington, DC 20014

BANKING

Banking Education Council
The American Bankers Assoc.
1120 Conn Avenue N.W.
Washington, DC 20036

BARBERS & BEAUTY OPERATORS

Associated Master Barbers &
Beauticians of America
537 S. Dearborn Street
Chicago, Ill. 60605

BOTANY

Botanical Society of America
Dept. of Botany
Office of the Secretary
Indiana University
Bloomington, In. 47401

BRICKLAYING

Bricklayers, Masons & Plasterers
International Union of America
Bowen Bldg.
815-23 15th Street, NW
Washington, DC 20005

BROADCASTERS

National Broadcasting Company
30 Rockefeller Plaza
New York, New York 10020

National Association of
Broadcasters
1771 N. Street, NW
Washington, DC 20036

BUILDING

AFL-CIO Building & Construction
Trades Dept.
815 16th Street, N.W.
Washington, DC 20006

CAREERS ABROAD

Career Planning Center
Placement Services
3200 Student Activities Bldg.
The University of Michigan
Ann Arbor, MI 48104

CAREER COUNSELING & PLACEMENT

The College of Placement
Council
65 East Elizabeth Avenue
P. O. Box 2263
Bethlehem, Pa 18018

CARTOONISTS

Newspaper Comics Council
260 Madison Avenue
New York, NY 10016

CARPENTER

Apprentice & Training
Department
U.B. of C & Joiners of
America
Leo Gable-Tech. Director
101 Constitution Ave. NW
Washington, DC 20001

CHEMISTS

American Society of
Biological Chemists
9650 Rockville Pike
Bethesda, MD 20014

CHILD WELFARE

Social & Rehabilitation Sv
US Department of H.E.W.
Washington, DC 20201

CHIROPRACTIC CAREERS

American Chiropractic Assn
Department of Education
2200 Grand Avenue
Des Moines, Ia 50312

CHURCH OCCUPATIONS

National Council of the
Churches of Christ in
the USA
Div. of Christian Ed.
45 Riverside Dr
New York, NY 10027

Serra International
Catholic Priestly
Vocations
22 West Monroe St.
Chicago, Ill 60603

CIVIL SERVICE

Civil Service Commission
of the US
Washington, DC 20415

COAST GUARD

US Coast Guard Academy
Dir. of Admissions
New London, Ct. 06320

COMPOSERS

American Society of
Composer, Authors &
Publishers
575 Madison Avenue
New York, NY 10022

COMPUTERS

Sperry Rand Corp.
Univac Department
P. O. Box 500
Blue Bell, Pa 19422

CONSERVATION

The Wildlife Society
Suite S-176
3900 Wisconsin Ave., NW
Washington, DC 20016

CONSTRUCTION

National Association of
Home Builders
1625 L. Street, NW.
Washington, DC 20036

COOPERATIVE EDUCATION

Cooperative Education Ass'n
Drexel University
Philadelphia, Pa 19104

DANCE

American Association of
H.P.E. & R
1201 16th Street, NW
Washington, DC 20036

DATA PROCESSING

Data Processing Management
Association
505 Busse Highway
Park Ridge, IL. 60068

DENTISTRY CAREERS

American Dental Association
Council on Dental Education
211 East Chicago Avenue
Chicago, Ill 60611

Department of Health, Ed.
& Welfare
Div. of Dental Health
9000 Rockville Pike
Bethesda, Md 20014

National Association of
Certified Dental Lab.
3801 Mt. Vernon Avenue
Alexandria, Va 20305

DIETETIC CAREERS

The American Dietetic Ass.
620 No. Michigan Avenue
Chicago, Il. 60611

DRAFTING

American Fed of Technical
Engineering
AFL-CIO
1126 16th Street, NW
Washington, DC 20036

ELECTRICAL

International Brotherhood of
Electrical Workers
1125 15th Street NW
Washington, D.C. 20006

ENGINEERING

National Soc. of Prof. Engs.
2029 K. Street, NW
Washington, DC 2006

ENGINEERING (cont.)

American Institute of Chemical
Engineering
345 East 47th Street
New York, NY 10017

Society of Petroleum
Eng. of America
6200 North Central Exp.
Dallas, Tx 75206

American Society of Safety
Engineers
850 Busse Highway
Park Ridge, Il 60068

FAMILY, ECONOMIC, HOME MANAGEMENT

American Home Economics
Association
2010 Massachusetts Ave.NW
Washington, DC 20036

FARMING

US Dept. of Agriculture
Washington, DC 20250

F.B.I.

US Dept. of Justice
Federal Bureau of
Investigation
Washington, DC 10001

FEDERAL CIVIL SERVICE

Job Information Center
US Civil Service Comm
Washington Area Office
Washington, DC 20415

FIREFIGHTERS

International Assoc. of
Fire Fighters
AFL-CIO Clg.
905 16th Street
Washington, DC 20006

FLORISTS

Society of American Florists
Sheraton Park Hotel
Washington, DC 20008

FORESTRY

The American Forestry Assn.
919 17th Street, NW
Washington, Dc 2006

FUNERAL SERVICE

National Selected Morticians
1616 Central Street
Evanston, Ill

GRAPHICS

Educational Council of the
Graphic Arts Ind.
4615 Forbes Avenue
Pittsburgh, Pa 15213

HEALTH, PE & RECREATION

American Association for
Health, PE & Recreation
1201 16th Street, NW.
Washington, DC 20036

HEARING & SPEECH

National Assn. of Hearing
& Speech Agencies
919 16th Street NW
Washington, DC 20006

HOTEL-MOTEL MANAGEMENT

Council of Hotel, Restaurant & Institutional Ed.
Suite 736
1522 K Street, NW
Washington, DC 2005

INSURANCE CAREERS

Prudential Insurance Co.
of America
Prudential Plaza
Newark, NJ 07101

INTERIOR DESIGN

National Society of
Interior Design
315 East 62nd Street
New York, NY 10021

JOURNALISM

American Council of
Ed. for Journalism
School of Journalism
Columbia, Mo 65201

American Newspaper
Publishers
750 Third Avenue
New York, New York 10017

LAW

Information Service
American Bar Assn.
1155 East 60th Street
Chicago, Ill 60637

LIBRARIAN

American Library Assn
Office of Recruitment
50 East Huron Street
Chicago, Il. 60611

MACHINISTS

International Assn. of
Machinists
1300 Conn Avenue
Washington, DC 20036

MANAGEMENT

American Management Assn.
135 West 50th Street
New York,NY 10020

MARKETING

American Marketing Assn
230 N. Michigan Avenue
Chicago, Il 60601

MATHEMATICIAN

American Mathematical Soc.
P. O. Box 6248
Providence, RI 02904

MECHANIC, REFRIGERATION & AIR CONDITIONING

United Assn. of Journeymen
Apprentices of Plumbing
& Pipe Fitting Ind.
901 Mass Avenue
Washington, D. C. 20001

MEDICINE

American Medical Assn.
525 N. Dearborn Street
Chicago, Il.

MENTAL HEALTH CAREERS

National Association for
Mental Health
10 Columbus Circle
New York, NY 10019

METALLURGY CAREERS

American Institute of Mining
Metallurgical & Petroleum
Engineering
345 East 47th Street
New York, NY 10017

MICROBIOLOGISTS, BACTERIOLOGISTS

The American Society for
Microbiology
1913 I Street, NW
Washington, DC 20006

MUSIC

American Guild of Musical
Artists
1841 Boardway
New York, NY 10023

NATIONAL PARK SERVICE

Dept. of Interior
Career Employment
National Park Service
Washington, DC 20240

NAVY

US Navy
Dept. of the Navy
New Federal Bldg.
1883 Main Street
Springfield, Ma 01101

NURSING

American Nurses' Assn.
10 Columbus Circle
New York, NY 10019

National Federation of
Practical Nurses, Inc.
250 West 57th Street
Suite 1511-12
New York, NY 10019

OCEANOGRAPHY

University of California
Scripps Institution of
Oceanography
La Jolla, Ca 92307

American Society for
Oceanography
Information kit
1730 M. Street, N.W.
Suite 142
Washington, DC 20036

ORTHODONTISTS

American Assn. of Orthodontists
7477 Del Mar Blvd.
St. Louis, Mo 63130

PAINTING AND DECORATING

Brotherhood of Painters,
Decorators, Paperhangers
of America
217-219 N. 6th Street
Lafayette, In. 47901

PEACE CORPS & VISTA

Action
Washington, DC 20525

PHARMACOLOGY

American Society for
Pharmacology & Experimental Therapeutics,
Inc.
9650 Rockville Pike
Bethesda, Md. 20014

PHARMACY

American Pharmaceutical
Assn.
2215 Const. Ave. NW
Washington, DC 20037

PHOTOGRAPHERS

Professional Photographers
of America
1090 Executive Way
Oak Leaf Commons
Des Plaines, Ill 60618

PLUMBING

National Assn. of Plumbing,
Heating & Cooling
Contractors
1016 20th Street, NW
Washington, DC 20036

PRINTING

International Typographical
Union
P. O. Box 157
Colorado Springs, Co. 80901

PROFESSIONAL CHEFS

The Culinary Institute of
America, Inc.
Angell Square
393 Prospect St.
New Haven, Ct. 06511

PSYCHIATRIC CAREERS

Joint Information Service
of the American Psy.
& National Assoc. for
Mental Health
1700 18th Street, NW
Washington, DC 20009

PUBLIC HEALTH

Society for Public Health Ed
Suite 408 -655 Sutter St
San Francisco, Ca 94102

Public Health Service
Dept. of H.E.& W.
Office of Personnel
Washington, D. C. 20201

PUBLIC RELATIONS

Public Relations Society of
America, Inc.
845 Third Avenue
New York, NY 10022

RAILROAD WORKERS

Association of America RR
Transportation Bldg.
Washington, DC 20036

REAL ESTATE

National Assoc. of Real
Estate Boards
155 East Superior St.
Chicago, Il 60611

RUBBER INDUSTRY

The B. F. Goodrich Company
500 S. Main Street
Akron, Oh. 44318

SALES AND MARKETING

Sales & Marketing Executives
International Youth Education
Dept.
630 Third Avenue
New York, NY 10017

SECRETARY

National Secretaries Assoc.
1103 Grand Avenue
Kansas City, Mo 64106

SHOE SERVICE INFORMATION

Shoe Service Institute of Amer.
222 West Adams Street
Chicago, Il 60606

SHORTHAND REPORTING

National Shorthand Reporters
Assoc.
Robert B. Morse, Executive Sec.
25 West Main Street
Madison, WS 53703

SOCIAL SECURITY ADMINISTRATION

National Commission for
Social Work Careers
2 Park Avenue
New York, NY 10016

SURGEONS

The American College of
Surgeons
55 East Erie Street
Chicago, Il 60611

SURVEYING & MAPPING

American Congress on Surveying
& Mapping
430 Woodward Bldg.
733 15th Street, NW
Washington, DC 20005

TAX WORK

US Dept. of the Treasury
Internal Revenue Service
Director, Personnel Div.
Washington, DC 20224

TEACHING

National Education Assn
1201 16th Street, NW
Washington, DC 20036

TELEPHONE

Communication Workers of
America
1808 Adams Mill Rd. NW
Washington, DC 20036

TRUCKERS

American Trucking Assn
1616 P. Street, NW
Washington, D. C. 20036

The B.F. Goodrich Comp.
Public Relations Dept.
500 S. Main Street
Akron, Oh. 14318

TYPOGRAPHY

International Typographic
Composition Assns., Inc.
2233 Wisconsin Avenue,NW
Washington, D. C. 53202

UNITED STATES AIR FORCE

USAF Recruiting Service
Box A
Randolph AFB, Tx 78148

UNITED STATES DEPT. OF THE ARMY

US Army Recruiting
Command
Commanding General
Hampton, Va 23369

UNITED STATES MARINE CORPS OFFICER

Headquarters, Marine Corps
(Code DPC)
Washington, D. C. 20380

UNITED STATES MERCHANT MARINE

U.S.M.M. Academy
Admissions Officer
Kings Point, NY 11024

VOCATIONAL REHABILITATION

Rehabilitation Service
Administration &
Rehabilation Service
US Dept. of H.E.W.
Washington, DC 20201

WATCH REPAIRING

American Watchmakers
Institute, Inc.
P. O. Box 11011
Cincinnati Oh 45211

WATER SUPPLY & POLLUTION CONTROL

US Dept. of H.E.W.
Public Health Service
Div. of Water Supply &
Pollution Ctl.
Washington, DC 20402

WELDING

WELDING

American Welding Society
United Eng. Center
2501 N.W. 7th Street
Miami, Fl. 33125

X-RAY TECHNOLOGY

The American Society
of Radiological
Technologists
645 No. Michigan Avenue
Chicago, Il 60611

TO YOUR HEALTH

Subject area competencies: Careers in Health Services

Basic skills: Written Communication

Career development objective/indicator: 8.2A Uses relevant sources for exploring careers

GOAL AREA Career Information

SUBJECT Biology

GRADE 7-9

CONTENT	*METHODS/ACTIVITIES*	*RESOURCES*	*EVALUATION ITEMS*
I. Overview of Health Care Services in the 80's II. Health Services Career Cluster A. Chiropractor B. Dental Assistant C. Dental Hygienist D. Dentist E. Dietician F. Medical Artist G. Medical Librarian H. Medical Office Assistant I. Medical Social Worker J. Nurses Aide K. Optometrist L. Osteopath M. Pharmacist N. Physical Therapist O. Physician P. Podiatrist Q. Pratical Nurse R. Registered Nurse	1. Discuss the growth potential for health services careers in the next (10) years from Occupational Outlook Handbook. 2. Students complete worksheet to include the following questions about career chosen from cluster presented: 1. Recommended Background 2. Qualifications 3. Job responsibilities 4. Earnings 5. Occupational Benefits 6. Occupational Limitations 7. Occupational mobility 8. Alternative/related careers 3. Students may interview people from health occupation, visit a health clinic or hospital or use other human resources in order to obtain information.	SRA Occupational Briefs SRA, Chicago, Ill. Occupational Awareness Mini-Brief Occupational Awareness Box 948 Los Alamitos Ca. 90720 Arco Career Guidance Series Arco Publishing 219 Park Avenue S. New York, N.Y. 1003 Occupational Outlook Handbook U.S. Dept. of Labor Bureau of Labor & Statistics Wash. DC 20402 (Latest Edition)	1. Completed student worksheet from career room exercise 2. Student will identify in writing health services qualifications, responsibilities, and related careers to a individual career from cluster.

Interior Decorators

Subject area competencies: Art-interior design

GOAL AREA Career Information

SUBJECT Art

GRADE 9

Basic skills: Drawing, painting, design, color

Career development objective/indicator: 8.2A Knows how to locate and use appropriate career information

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
Interior Designers I. What does an Interior Designer do? II. Where does s/he work? III. What personality traits are desirable for a designer? IV. What education is necessary for a designer?	1. Students visit an Interior Design Studio a. Students will tour rooms executed by designers b. Students interview designers 2. Students visit schools that specialize in Interior Design a. Students visit classrooms b. Students interview students attending the school Methods & activities 3. Have a designer visit the class. 4. Use a variety of other sources such as references about designing and referencing about occupation. 5. Discuss with the class the appropriateness of the different sources..	A local Furniture Design Studio Parsons School of Design N.Y.C. Fashion Institute of Technology N.Y.C.	1. Discussion to determine whether field trips have increased student awareness of a a career in Interior Design Discussion should include the following: a. What type of individual would enjoy this kind of profession? b. What special abilities are necessary to perform this kind of a job? c. What kind of a lifestyle does a designer have? d. What education is necessary? e. What does he/or she do?

Spanish Career Search

Subject area competencies: Foreign Language Class: Relate careers to foreign language study.

Basic skills: To speak, read, listen & write in Spanish.

Career development objective/indicator: 8.2B Explores by clusters and levels

GOAL AREA Career Information
SUBJECT Foreign Language
GRADE 9

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Spanish Vocabulary A. Careers in Spanish; 1. Identify titles 2. Define careers II. Communication Skills: A. Ability to answer questions. B. Ability to ask questions	1. Students will complete a worksheet translating the careers to English (this is done orally). Students will then answer these 4 questions: a. ¿Qué quiere hacerse algún día? (What do you want to become some day?) b. ¿Qué hace su padre? su madre? (What does your father do for a living? your mother?) c. ¿Quiere asistir a una universidad algún día? (Do you want to go to college some day?) d. ¿Va a trabajar despues de la escuela secundaria? (Are you going to work after finishing high shcool?)	Ditto of careers (#1) p.324 Index cards labeled with careers in Spanish. Quiz (#2) p.324	1. Quiz on careers: Memorization of 30 vocabulary words. 2. Teacher observation: a. with oral questions and answers b. with the game "Twenty Questions" c. with the ditto on careers in Spanish
	2. Students will play "Twenty Questions" using the 30 careers which were learned during the first half of the class. Each student receives an index card with a profession on it, whereby the class tries to guess the career. Sample questions are: ¿Trabajas en una oficina? en un hospital? en una casa? con las manos? con coches?	3. The next day, a five minute quiz is given to see if they remember the careers in Spanish.	

TRAFFIC SAFETY

Subject area competencies: Data Collecting; Interpreting Data

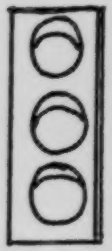
GOAL AREA Career Information

SUBJECT Science /Math/SS

GRADE 7-9B

Basic skills: Traffic safety: metric measurement, learning how to average, preparing graphs.

Career development objective/indicator: 8.2B Explores careers by clusters and levels

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Traffic safety study 1. Volume of traffic 2. Speed limit 3. Number of adjoining streets 4. Number of accidents within the last 5 years 5. Pedestrian crossings II. Traffic Safety Careers 1. Planners 2. Police officers 3. Engineers 4. Auto Manufacturers 5. Others	1. Have students make trip to a specific intersetion for a study. a. Measure metrically the length and width of traffic involvement. b. Find out speed limits on all approaching streets. c. Time the lights in each direction d. Make an hourly count of the traffic, indicating the percentage of which is commercial. e. Make a graph of the hourly averages. 2. Have students make trip to the borough hall. a. Study police records to find out the number of accidents at the intersection within the last 5 years. b. Contact the mayor to find out the legal processes involved in getting an unsafe condition corrected. 3. Find the most accident prone intersection in the community, the least accident prone intersection. 4. Discuss the wide range of jobs that pertain to traffic safety.	Police Department Borough Officials Job Cluster Information Local Congressman Construction Road Building Firm Architectural Firm Civil Engineering Firm State Department of transportation Dictionary of Occupational Titles 	1. Grade the hourly traffic volume average. 2. Grade the hourly traffic volume graph 3. Science lab sheet: using data given, conclude whether or not the intersection is safe. 4. Write a paper stating the best way to correct the unsafe condition; e.g. change the timing of lights, change the speed limit.

CLUSTERS

Subject area competencies: An awareness of job clusters and of the variety of careers within each cluster.

Basic skills: Research, writing, presenting.

Career development objective/indicator: 8.2B Explores careers by clusters and by levels

GOAL AREA Career Information

SUBJECT English

GRADE 8

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Job Clusters 1. Agri-Business Natural Resources 2. Public Service 3. Hospitality and Recreation 4. Marine Science 5. Transportation 6. Business and Office 7. Environmental Control 8. Manufacturing 9. Personal Services 10. Consumer and Homemaking 11. Health 12. Communication and Media 13. Marketing and Distribution 14. Construction 15. Fine Arts and Humanities	1. Each student is assigned to select one of the 15 job clusters and then to select a preferred occupation or area of interest within the cluster. 2. Using the Dictionary of Occupational Titles, or another reference, the student is to find a specific occupation within the choice made which requires: 1. a high school education 2. on-the-job training 3. apprenticeship 4. vocational/technical school 5. two-year college 6. four-year college 7. graduate and professional school.	Dictionary of Occupational Titles U.S. Dept. of Labor 341 Ninth Avenue New York, N.Y. 10001 Exploring Careers U.S. Dept of Labor Bureau of Labor Statistics Bulletin 2001 Washington, D.C. 20212	Each student is given a minute or two to present to the class a synopsis of the research which should include: 1. the job cluster selected 2. occupation or area of interest 3. specific occupations in each of the educational and/or training levels. (This module may be repeated by having the students select a different job cluster or by assigning a job cluster).

AGRIBUSINESS

GOAL AREA	Career Information
SUBJECT	Social Studies
GRADE	7-9

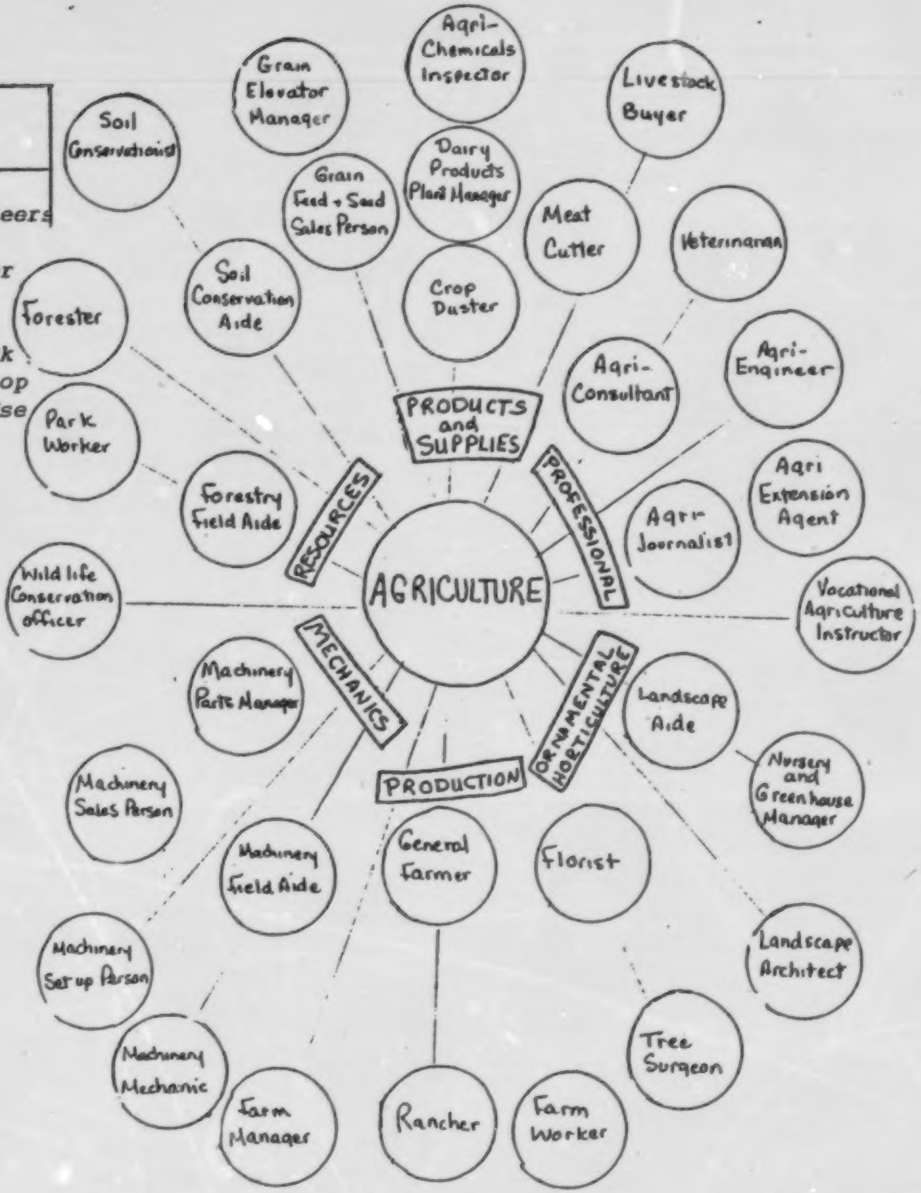
Subject area competencies: Study Skills: Recording Information Use of Reference Books

Basic skills: Classification of information

Career development objective/indicator: 8.2B Explore careers by cluster and levels.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Agricultural Careers II. Student Classification of Agricultural careers III. Career Ladders	1. Introduce Agrucultural career after completing a unit covering an Agricultural Region of the U.S. Student should brainstorm as many agricultural careers as possible. List on the blackboard. 2. Use transparency or ditto to introduce the 6 major job families in agri-business (production agri-business, agricultural mechanics, supplies & services, agricultural products, horticulture, and forestry). Have student place the following careers in their proper job families: landscape architect, petrolium engineer, wildlife manager, fish and game manager, soil conservationist, water system service rep., machinery sales person, livestock buyer, florist farmer, ranger, tree surgeon, butcher, dairy farmer, miner, farm manager, agronomist.	Any standard Social Studies Text Mitchell, Joyce Slayton The Classroom Teacher's Workbook for Career Education, New York, Avon Book 1979 Houlehen, Robert J. Jobs in Agribusiness New York, Lothrop, Lee & Shepard Company 1974	Teacher observation ditto sheet and career ladder.

CONTENT	METHODS/ACTIVITIES
	3. Distribute Agriculture related careers sheet. Discuss answers. 4. Each student should create a career ladder that will show education, leisure time activities volunteer work, military service student work and apprenticeship work that develop skills for a particular career. Use any Career Ed Resource book.


AGRICULTURE
PRODUCTS and SUPPLIES
PROFESSIONAL
ORNAMENTAL HORTICULTURE
PRODUCTION
MECHANICS
RESOURCES
Aqri-Chemicals Inspector
Grain Elevator Manager
Livestock Buyer
Soil Conservationist
Dairy Products Plant Manager
Grain Feed + Seed Sales Person
Meat Cutter
Veterinarian
Soil Conservation Aide
Crop Duster
Forester
Aqri-Consultant
Aqri-Engineer
Park Worker
Forestry Field Aide
Aqri Extension Agent
Aqri Journalist
Wild life Conservation officer
Vocational Agriculture Instructor
Machinery Parts Manager
Landscape Aide
Nursery and Greenhouse Manager
Machinery Sales Person
Machinery Field Aide
General Farmer
Florist
Landscape Architect
Machinery Set up Person
Tree Surgeon
Machinery Mechanic
Farm Manager
Rancher
Farm Worker

Six Major Job Families

1. Production Agribusiness
2. Agriculture Mechanics
3. Supplies & Services
4. Agriculture Products
5. Horticulture
6. Forestry

Careers

- Landscape Architect
- Petroleum Engineer
- Wildlife Manager
- Fish and Game Manager
- Agricultural Engineer
- Golf Course Manager
- Soil Conservationist
- Water Systems Service Representative
- Machinery Salesperson
- Livestock Buyer
- Florist
- Farmer
- Ranger
- Tree Surgeon
- Dairy Farmer
- Veternarian
- Butcher
- Equipment Service Representative
- Feed Store Manager
- Extension Agent
- Miner
- Farm Manager
- Agronomist
- Forest Ranger

Careers in Government

Subject area competencies: Writing, personal interviewing and oral discussion

Basic skills: Reading

Career development objective/indicator: 8.2 Uses community resources to obtain career information

GOAL AREA Career Information

SUBJECT Social Studies

GRADE 8

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. By use of personal interview student will explore careers available in local government. A. What services a municipality provides B. What types of positions are these tasks known by? C. What special training or qualifications are required?	1. Class Discussion A. What services must a local gov't. provide. 1. How essential are they? 2. What expertise is needed? 3. What would happen if services not provided? B. What non-essential services are provided? 1. How essential are they? 2. What expertise is needed? 3. What would happen if services not provided? 2. Group Work A. What types of qualifications would be good to have to properly perform these jobs? B. What chance of upward mobility do you think exists? 3. Personal Interview & Report A. Teacher to assign 2 to 3 pupils to the Mayor, Council , Fire Chief, Police Chief, Tax Collector, Municipal Clerk, and Administrator (as previously approved by these adults) to discuss types of municipal government careers. B. Pupil prepares list of 10 municipal positions and describes each. Which are desirable? which are not? 4. Oral Presentation to class 1. Student selects most desirable one or least desirable one from list. 2. Why is position a good career prospect or not a good career prospect.	Civil Service Bulletin Copies of Municipal Adminsitration Code Elected and Appointed Officials in Clark Encyclopedia of Careers and Vocational Guidelines published by Doubleday	1. Teacher verifies list of 10 careers and with whom interview was conducted/ A. Accuracy of job list B. Qualification required 2. Class Discussions A. Why did pupil select single most desireable job or least desireable job? B. Rationale for determining worthiness of selection.

Career Resources

Subject area competencies: Utilize career resources to investigate careers

GOAL AREA Career Information

SUBJECT Any subject

Basic skills: Reading, writing

GRADE 9

Career development objective/indicator: 8.2A Uses relevant resources to explore careers.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Identification of School Resources A. Career resource center B. Job placement office C. Guidance office II. Identification of community resources A. People B. Places of business 1. stores 2. banks 3. hospitals 4. other business and industrial sites	1. Students visit career resource center and explore materials available: - books (Occupational Outlook Handbook, DOT, etc.) and pamphlets. - college information - audiovisual aids. 2. Job placement coordinator speaks to class on services provided by that office 3. Guidance counselors meet with class to discuss career planning. 4. Students invite guest speakers representing careers in which they are interested. 5. Students interview workers to find specific career information. 6. Students visit local business and observe many different occupations. 7. Students may write a report on a specific career using a minimum of three resources.	Career Resource Center Job Placement Coordinator Guidance Counselors Speakers Local Businesses	Students will be given a specific situation and will be asked to choose the best source of information. Example: Which is the best source to use if you want to know the education required to be an airline pilot? A. Dictionary of Occupational Titles B. Occupational Outlook Handbook C. College brochures.

SCIENCE CAREERS in the COMMUNITY

Subject area competencies: *Investigation skills; data collecting; drawing inferences and conclusions*

Basic skills: *Science*

Career development objective/indicator: *8.2C Using community resources to obtain career information.*

GOAL AREA Career Information

SUBJECT Science

GRADE 8

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Community businesses and their relevance to science A. Pharmacy B. Supermarket C. Photography studio D. Highway dept. E. TV station F. Print shop G. Hospital II. Relationship to A. Chemistry B. Physics C. Biology	1. Arrange small group visits to various community businesses. 2. Have business people come to classes and make presentations. 3. Research background information and write papers on careers involved in these businesses. 4. Oral presentation of findings to class. 5. List specific scientific concepts needed for career researched. 6. Research educational requirements necessary for each.	1. Community business people 2. Teachers and counselor 3. Occupational Outlook Handbook 4. Dictionary of Occupational Titles 5. High school and college course guides 6. Library, reference books, AV material	1. Written paper with background information, particularly scientific, necessary to set up a specific business. 2. Oral presentation of above. 3. Written paper giving a summary of a particular presentaiton given by a businessman. 4. Written paper listing chemical, physical and biological applications in one particular business career. 5. Written paper in which student states scientific implications in new future careers.

Know Your Community Resources

Subject area competencies: Letter Writing

GOAL AREA Career Information

SUBJECT Language Arts

GRADE Special Needs - N.I.

Basic skills: Spelling, punctuation, structure of letters, penmanship

Career development objective/indicator: 8.2C Demonstrates awareness of career information available within the community

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Letter writing form. II. Exercise letter writing and addressing envelopes. III. List of potential agencies/ career opportunities within the community.	1. Study of letter writing preceeds this module. 2. Study of correct procedure for addressing envelopes preceeds this module. 3. List of agencies and addresses previously compiled available. 4. One index card per student given out with date of visit request and time. 5. Letter format put on board. (See attachment) 6. Student copies letter from board putting in appropriate information. 7. Student addresses envelope from information on card. 8. Students turn in letters and envelopes for evaluation before mailing.	Telephone Directory Township Newspaper Personal Observations Family Discussions Class Discussions 	1. Teacher observation of: a. Structure of letter b. Structure of addressed envelope c. Gramatical, spelling and penmanship skills in copying from board adhered to.

Community Resources, continued.

Attachment Letter (Sample)

Macopin School
70 Arnold Road
West Milford, New Jersey
Date ------

West Milford Police Department
Fire "
Cycle Works
Chevron Station
etc.

Dear Sir:

This year, I am in Mrs. Jacquemin's Class at Macopin School. We are studying jobs in West Milford. This is a request for us to come visit you so that you could tell us about the work you do.

We would like to come on ______________________ at ____________. My teacher will make the necessary arrangements. Please call 697-1700 Macopin School to let us know if that date and time are agreeable. You can leave a message and your number and my teacher will return your call.

Thank you in advance for helping us in our studies.

Sincerely,

Sample Task

Given the opportunity to explore the availability of careers/jobs in particular township; the student will seek more information relating to them.

Item

From the list below, circle the agencies/career opportunities in your community at which to seek employment. (Naturally different from community to community)

Library
Horse Ranch
Police Dept.
Fire Dept.
Recreation Dept.
Cycle Works
Garages/Gas Stations
Newspaper Stand/Shop
Print Shop
Ice Cream Shop
Movie Theatre
Fast Food Service Chain
Schools
Supermarket
Factory
Clothing Store
Drug Store
Pizza Place
Cleaning Company

525

AEROSPACE JOBS

Subject area competencies: *Interpersonal conversational skills and use of corresponding technical terminology*

Basic skills: *Simple library skills; simple letter writing skills*

Career development objective/indicator: *8.2C Uses community resources to obtain career information*

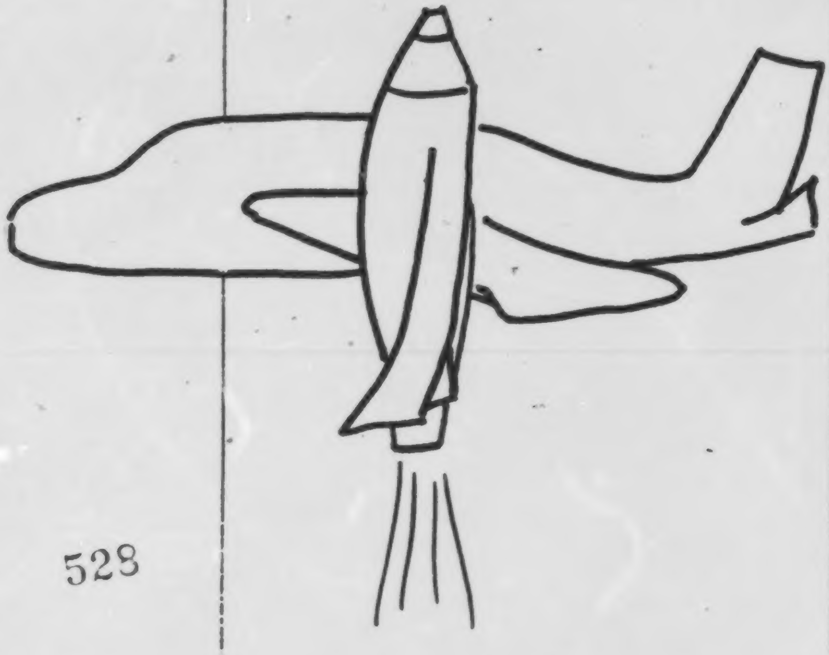
GOAL AREA *Career Information*

SUBJECT *Aerospace*

GRADE *10*

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Types of Aerospace Oriented Careers A. Civilian B. Military C. Other Governmental II. Flying Opportunities III. Non-Flying Careers IV. Levels of Educational Attainments Necessary A. Basic skill or less B. Some technical/vocational skill C. College degree or better	1. Discuss the various kinds of aerospace oriented careers available.(Civilian may range from aircraft cleaner to corporate pilot) (Military may be law ranking enlisted to high ranking officer in fields ranging from supply requisition to command pilot) (Government may include police type pilot to airport maintenance worker.) 2. Students will investigate various opportunities a person would possibly follow in each of the three above areas of potential employment. 3. Students will be made to investigate additional various opportunities in the support fields of those actually involved in flight operations. 4. After determining the varied levels of entry and maximum attainment occupations for each employment situation, students will be made to determine the basic educational requirements for each as appropriate.	General resources - 1. Township library (career information materials) 2. Personal acquaintances involved in the field. 3. Information obtained from the various agencies who employ in this field. 4. Military recruiting stations (are usually willing to cooperate in locating occupational info.) Specific resource centers 1. Federal Aviation Admin. Educational Service Branch, Oklahoma City, Okla. 2. National Aeronautics and Space Administration Office of Educational Affairs	1. Students may bring in various but basic job resume's of a particular career they had previously chosen. 2. Students may make charts and/or diagrams illustrating various occupational advancement tracks for a particular occupation or educational level chosen. 3. Students may possibly obtain for permanent retention series of booklets, filmstrips, etc. explaining the requirements and duties of the occupation chosen. 4. Students may interview and record a conversation with appropriate personnel for playback in class. 5. Students may write letters asking various personnel to visit their schools or classrooms.

AEROSPACE JOBS, Continued.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
		Goddard Space Flight Center, Greenbelt, Maryland. 3. Offices of Public Affairs - U.S. Airforce U.S. Navy. (located in the Pentagon, Washington, D.C. 4. State Aerospace Ed Resource Centers.	6. Students can design bulletin boards illustrating the varying duties of the personnel they have chosen.

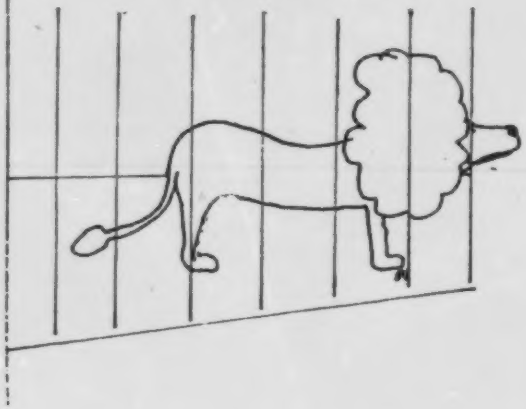
AT THE ZOO

Subject area competencies: Relate careers to subject matter interests

Basic skills: Care of animals and plants, business and management skills in relation to care of animals

Career development objective/indicator: 8.2C Uses community resources to obtain career information

GOAL AREA Career Information
SUBJECT Science
GRADE 9

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Zoological Careers A. Zoo Curator B. Wildlife Refuge Manager C. Park Naturalist D. Animal Illustrator E. Lab Technicians F. Natural History Writers G. Writer, Editor of Publications H. Secretaries I. Maintainance	This module is designed to take advantage of a special opportunity offered by the Bronx Zoo. Students will take a bus trip to the zoo and its Educational Department. The staff offers a 2 hour seminar, including lecture, film and other handout materials. Opportunities for all of the zoo careers listed under content are discussed by the professionals. Group size is limited to 35 serious students in Junior or Senior High School. 	Education Dept. Bronx Zoo (212) 220-5131 N.J. Zoological Society Education Dept. Bronx Zoo Bronx, N.J. 10460 (For bus transportation contact your district's bus service or consult the yellow pages. fee: Cost of bus plus: $80/35 students	After returning from the field trip the group will discuss the information presented. Examples of leading questions might include: 1. What are the responsibilities of the zoo curators? 2. What are some of the other jobs at the zoo? 3. What are the jobs outside the zoo that are necessary to keep the zoo functional? 4. List 5 careers at the zoo.

match makers

Subject area competencies: Knowledge of career options and educational requirements in vocations using mathematics

GOAL AREA Career Information

SUBJECT Mathematics

GRADE 8

Basic skills: To increase knowledge of the broad range of career options in mathematics and their requirements

Career development objective/indicator: 8.3A Explores a broad range of occupations in terms of requirements

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Role Playing (Career Counselor) II. Exploration of occupations in mathematics A. Educational Requirements B. Job Descriptions	In this activity, students are asked to imagine that they are counselors to whom people come for advice about choosing a career. The students will be given lists of names of individuals who are all interested in a vocation in which they can work with mathematics. Each individual however, has a different educational background. Students are asked to find and explain three math-related occupations for which each individual would be eligible purely on the basis of educational background of course. Each student will then present the information to the class for one individualas s/he would if /he were a counselor informing an applicant about 3 different career options.	Occupational Outlook Handbook Publicity and Informational Brochures from business, industry, government and professional organizations Articles and books on careers in math	Student oral presentation will be evaluated according to: 1. Content a. accuracy of information b. organization 2. Speaking skills 3. Eye Contact 4. Posture 5. Enunciation 6. Student response to class questions Student completed lists of job options and descriptions will be evaluated according to accuracy, organization, and thoroughness of content.

IS THERE LIFE AFTER HIGH SCHOOL ?

Subject area competencies: Categorizing

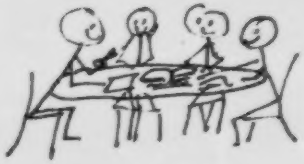
Basic skills: Comprehension

Career development objective/indicator: 8.3A Explores a broad range of occupations in terms of their requirements.

GOAL AREA Career Information

SUBJECT Language Arts

GRADE 7-9

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Levels of Education Needed II. Division of Students into group groups of three III. Collage IV. Evaluation	1. Discuss the levels of education needed to acquire certain jobs. Elicit from students that certain jobs require 4 yrs. or more of college, some form of technical training, or no schooling after high school. 2. Divide the students into groups of three. Give each group paste, a piece of poster paper and several magazines 3. Students are to divide their paper into 3 categories of jobs having: 1) 4 yrs. or more of college 2) Some form of technical training 3) No schooling after high school 4. Have students make collages under each category by cutting out pictures of people working in different occupations. 5. Groups explain and display their collages to rest of class. Students evaluate each other by questioning any job they feel is in the wrong category. 6. After all collages are displayed, elicit from students that there is a wide range of jobs in terms of their educational requirements.	Any issue of Time Magazine, People Magazine, Sports Illustrated, Newsweek, Popular Mechanic (any magazine that will depict different occupations.)	1. Students oral presentation of collages 2. Teacher's observation of students while working on collages. 

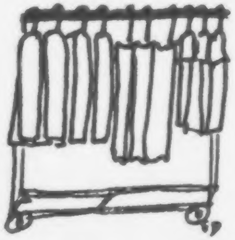
Jobs in Clothing

GOAL AREA Career Information
SUBJECT Home Economics
GRADE 9

Subject area competencies: *Read information about jobs/careers in clothing field; list requirements for 4 areas of student's choice.*

Basic skills: *Reading, fact-finding, writing, listening*

Career development objective/indicator: *8.3A Explores a broad range of occupations in terms of their requirements*

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Jobs and Careers in Clothing - II. Areas Included: A. Research and Development B. Design and Merchandising C. Production D. Communications E. Retailing F. Teaching G. Special Services	1. Students read Chapter 12, "Jobs and Careers in Clothing." Using the worksheet, they are to choose four areas of the most interest to them, and list the educational requirements, abilities needed, and desirable personal traits for each job/career. 2. Students answer how a clothing course can help a person in their personal life and chosen job/career. 3. Each student shares one of his/her choices with the rest of the class, and the reasons for choosing it. 4. A local seamstress/tailor could be invited to speak about their business, or the class could take a field trip to a clothing store, material store, or other related retail business.	Clothing Your Way by Jan Jones Prentice-Hall, Inc. Englewood Cliffs, N.J. 1977 Pages 148-169 Teacher developed worksheets Speaker - Seamstress/Tailor Field trip: clothing store Material store, related business.	Students complete 2 worksheets and hand in for a numerical grade; participate in class sharing of information and any discussion. If a speaker or field trip is planned, each student should be present. 

CLOTHES TELL

GOAL AREA Career Awareness
SUBJECT Language
GRADE EMR - Sp.Ed.

Subject area competencies: Occupations

Basic skills: Oral speaking, listening, visual discrimination

Career development objective/indicator: 8.3A Is aware of range of career options and their requirements

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Examples of Careers which require specific clothing: A. Divers B. Climbers C. Boxers D. Nurse E. Police Officers F. Fire Fighters G. Letter Carrier H. Chef/Waitress I. Gas Attendant J. Military Workers II. Examples of Careers which use special tools or equipment A. Welder B. Helicopter C. Secretary D. Police Car E. Fire Engine F. Submarine G. Space ship/ Rocket H. Garbage Truck I. Concrete Mixer J. Lumber Truck K. Mail Truck L. Moving Van M. Tow Truck N. Ambulance O. School Bus III. Job Clusters: A. Transportation B. Public Service C. Personal Service D. Health Careers E. Construction F. Leisure/Recreation G. Business	1. Hold picture cards up one at a time. Have students raise hands to guess what job person does by using picture clues of dress, tools, equipment. Student who guesses correctly takes card. 2. When done, explain that you will call for the cards by calling out job clusters. 3. Follow-up: Have students cut out pictures from magazines at home of people doing a job. Students bring pictures into class and together make a callage for each job cluster.	Peabody Language Development Kit, Level III. American Guidance Service Inc.	Teacher observation: 1. Were students able to use picture clues to guess occupations? 2. Were students able to classify occupation to career cluster?

538

539

Job Market Analysis

Subject area competencies:
Career - Sources of Job Markets

Basic skills: Resources/Self-Analysis of Job Market

Career development objective/indicator: 8.3A Is aware of range of career options and their requirements.

GOAL AREA Career Information

SUBJECT Resources of Information

GRADE 7-9

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEM(S)
I. Survey of Job Market A. Analysis market in local papers B. Contact placement personnel professional organizations for job potentials II. Professional Requirements A. List of educational requirements B. List of professional requirements	1. Student will: a. List various job opportunities in papers by occupation and pay scales, if given. Several different papers should be used by students. b. Contact interested professional organizations for job market opening. 2. Students will then: a. Chart jobs according to number of openings and respective pay scales in papers b. Same for professional organizations c. Check college/high school placement offices. 3. Teachers & Students will: a. Contact professional organization as to requirements for job & professional licensing, if any. b. Students will then compare their vocational aims/goals to their job requirements/licensing.	1. Local newspapers 2. Local professional organizations New Jersey and National (check phone directories State Capital) 3. Guidance Office 4. Professional Placement Agencies	Discussion by students of future job markets and their pay. Completing of assigned work (letters to organizations & professions in area) Students will explore the jobs and how they fit into the requirements. Potential needs for each job should be explored and how they could prepare for the future.

ABOVE AVERAGE

Subject area competencies: *Average (Mean): Addition/Division Skills*

GOAL AREA Career Information

SUBJECT Mathematics

GRADE 7

Basic skills: *Computation*

Career development objective/indicator: *8.3B Identifies several dirrerent career options that require similar skills*

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Discussion/Review of "average". A. Definition B. Computation II. Introduction of Marketing and Distribution cluster occupations. III. Selection of occupation in Marketing and Distribution cluster	1. Discuss and review arithmetic term "average" with class group. Average may be defined as the quotient found by dividing the sum of a set of numbers by the number of numbers. Example: Given set of numbers, 48, 55, 37, 53, 42. Process to find average. 2. Introduce Marketing and Distribution cluster occupations such as sports arena gate keeper, food vendor, sales manager, distributor. 3. Divide class group into pairs to: 1. select one of the occupations identified 2. present rationale for need/value/use of average number 3. demonstrate an application of use of average number 4. share with class group numbers and 2 and 3 above.	Dolciani, Mary P., et al. Mathematics Structure and Method Course I Hopewell: Houghton Mifflin, 1979. Duncan, Ernest R., et al School Mathematics Concepts and Skills, Book 7. Hopewell: Houghton Mifflin, 1976. DOT	1. The person most likely to use an average is: a. letter carrier b. food vendor c. undertaker 2. A dairy merchant reported these sales of quarts of milk during five days of one week: 58, 33, 52, 47, 45. Name the average number of quarts sold per day. a. 52 b. 47 c. 25 3. Which process is used to compute an average? a. $4(a + b + c + d)$ b. $\frac{(a \times b) + (c \times d)}{2}$ c. $\frac{a + b + c + d}{4}$

% What's the Percent ? %

Subject area competencies: Decimals: Addition/Subtraction facts, conversion from percents

Basic skills: Computation

Career development objective/indicator: 8.3B Identifies several different career options that require similar skills

GOAL AREA Career Information

SUBJECT Mathematics

GRADE 7-9

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Review Mathematics Skills A. Decimal addition and subtraction facts B. Decimal place value C. Conversion of percents to decimals II. Introduction of Hospitality and Recreation Cluster. III. Selection of one given occupation from list. IV. Development of set of task cards by pairs of students.	1. Review addition, subtraction of decimals, decimal place value, conversion of percents to decimals. 2. Introduce Hospitality and Recreation Cluster. Identify careers to include restaurants. List restaurant personnel to inlcude: manager, dietician, waiter/waitress, chef, bookkeeper, cashier. 3. Divide students into groups of four. Each group selects one of listed occupations, discusses, then lists responsibilities for that occupation. Spokesperson for each group reports to class. Groups compare similarities/ differences among occupations. 4. Each student pair marks a task card relevant to the occupation selected in III content. Example of a task card: You are a waiter/waitress. Make up a check for four patrons each ordering a different three course meal. Find the sum of the orders; add 5% N.J. Sales Tax and add 15% gratuity for a grand total. 5. Students evaluate task cards, complete the given task(s) and test items.	Shaw, Bryce R., and Hiehle, Petronella M. *Individualized Computational Skills Program.* Hopewell: Houghton Mifflin, 1972 Mathematics: *Keeping the Points in Line* Individualized Casette Learning Package #4155 Baltimore: Media Materials, Inc., 1973 U.S. Office of Education DOT Restaurant Menus having wide variety of selection	1. Task cards 2. Test items, such as: A. Person most likely to: 1. Take your order in a restaurant is the: a. receptionist b. waiter/waitress c. buss boy 2. Measure necessary ingredients for restaurant meals is the: a. manager b. chef c. bookkeeper B. Four dinners cost a total of \$27.80. What is the final cost for the dinners after you include 5% N.J. Sales Tax and 15% gratuity? a) \$31.97 b) \$29.19 c) \$44.48 d) \$33.36

Soft + Hard Woods

Subject area competencies: *Study of Types of wood and their uses*

GOAL AREA *Career Information*

SUBJECT *Industrial Arts*

GRADE *7-9*

Basic skills: *Identification of different woods; their characteristics and uses*

Career development objective/indicator: *.8.3B Identifies several different career options that require similar skills*

CONTENT	*METHODS/ACTIVITIES*	*RESOURCES*	*EVALUATION ITEMS*
I. Characteristics of hard and soft woods *II. Using hard and soft woods.* *A. Furniture Manufacture (hard)* *1. Paper production* *2. Furniture manufacture (soft & hard)* *3. Construction (soft or hard)* *III. Selection of a type of wood for a single use taking* *A. Cost comparison* *B. Availability* *C. Ease of cutting* *D. Durability, Strength* *E. Aesthetic value*	*1. Five students samples of wood types and have them distinguish hard woods and soft woods. Hard woods lose their leaves i.e. maple, oak, ash, beech, walnut, pecan, ebony. Soft woods evergreens (i.e. pine, hemlock, cedar, redwood.)* *2. Show students samples or wood products. Use paper, pencils, tissues, paper towels. Show tables and chairs in both types of wood. Show a blue print and point out where different woods are used in different careers.* *3. Give students a house lumber list and lumber quotes. Make them figure prices using different kinds of woods.* *4. Supply wood samples and several wood stains and prints so students can finish the samples and compare their appearances, and their career uses.* *5. Students may bring in samples of hard wood and soft wood. Compare their strengths and career uses.*	*General Woodworking Chris H. Groneman 1971, McGraw Hill Books* *Modern Woodworking, Willis H. Wagner 1967, The Good Heart Willcox Company, Inc.* *Any other standard student wood working book*	*1. Teacher made test on identifying various wood types.* *Sample Questions: Show students 4 different samples of wood or pictures of wood and have them identify the type that each is.* *2. Grade students oral reports based on their research in job descriptions.*

Soft and Hard Woods, continued

Subject area competencies:

Basic skills:

Career development objective/indicator:

GOAL AREA ______________________

SUBJECT ______________________

GRADE ______________________

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
IV. Careers in which the knowledge of wood is needed.			
IV. Careers in which the knowledge of wood is needed. A. Architect B. Carpenter C. Cabinet Maker D. Furniture Maker E. Floorer F. Stair Maker G. Boat Builder H. Others	6. Read the want ads to see availability of jobs for the woodworking trade. Divide jobs into categories such as Minimal knowledge needed; Some experience necessary; Expertise requirement. Have students investigate schooling needed, apprenticeship or various jobs mentioned above.		

JOB NOUNS

Subject area competencies: *Identifying Nouns*

Basic skills: *Parts of Speech*

Career development objective/indicator: *8.3B Identifies several different career options that require similar skills*

GOAL AREA *Career Information*

SUBJECT *Language Arts*

GRADE *7-9*

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Discussion of parts of speech II. Definition of Noun III. Classified section of Newspaper (Employment) A. Development of word list by teacher 1. Editorial 2. Mechanical 3. Expanding 4. Secretary 5. Operator 6. Bookkeeper 7. Management 8. Assistant 9. Part Time 10. Babysitter 11. Trainee 12. Electrician 13. Draftsperson	1. Through discussion have the students name the 8 parts of speech. Questions to help discussion: 1. What kind of words name people, places, things or ideas? (Noun) 2. What kind of words describe other words? (Adjectives) 3. What kind of words connect parts of sentences? (Conjunctions) etc. 2. As students are answering questions list parts of speech on the board: noun, pronoun, verb, adjective, adverb, conjunction, preposition, interjection. 3. Focus in on the definition of a noun (names a person, place, thing or idea) 4. From word list issued to students taken from the classified section of local newspaper have students select the words which are nouns. 5. Issue classified section of newspaper to pairs of students in the class. 6. Have each pair of students identify 25	Red Bank Register, Asbury Park Press of any other local newspaper English 2600, Joseph C. Blumenthal. Harcourt, Brace, Jovanovich, 1973 Or Comparable text.	Go over word list orally with class to insure understanding of what a noun is. Explanation by students of how jobs are related through skills, money, training, etc.

Job Nouns, continued

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
14. Laborer 15. Salesperson 16. Teacher 17. Nurse 18. Waitress/ Waiter 19. Cook 20 Cashier B. Student development of list of nouns related to job titles	nouns related to job titles. (Examples: engineers Engineers: radar, signal processor, computer operator Accountant: budget, computer, insurance Custodian: work, interview)		
C. Student categorization of nouns 1. Skills 2. Money/Earnings 3. Training	7. Students will be asked to place nouns from classified section into as many categories as they wish. 8. Students will be asked to share categories they chose and tell why. Some categories might be: like, don't like, know about, don't know about indoor, outdoor, need skills, need education, need experience, need no experience, part time, full time.		
IV. Explanation by Students A. Nouns B. Categorization	9. Pairs of students will orally explain why words selected are nouns and why they have been categorized in skill areas		
V. Evaluation A. Oral review of noun definition B. Oral review of how jobs are skill related C. Reinforcement of lesson by homework assignment.	10. Through discussion summarize the activities. (What is a noun? How do we know certain jobs are skill related?) 11. Each pair of students will select two nouns from the list they have developed and research what specific training/ qualifications are needed by an individual to hold or obtain such a position.		

FULL SENTENCES,PLEASE

Subject area competencies: Writing Sentences
Basic skills: Grammar

Career development objective/indicator: 8.3B Identifies several different career options that require similar skills

GOAL AREA Career Information
SUBJECT Language Arts
GRADE 7-9

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Discussion of the skills needed and used in writing sentences. A. Sentence types - (4) B. Punctuation C. Spelling D. Parts of Speech II. Identify the practical uses of sentences A. Business Use 1. Applications 2. Forms/Requests 3. Reports 4. Letters 5. Lectures 6. Creative writing B. Personal Use 1. Letters 2. Notes on cards 3. Diaries 4. Conversations III. Careers that would use Language Arts Skills A. Business executive B. Personel Director C. Secretary D. Free-lance	1. Discuss the preparation for writing sentences. Give definitions of each part of speech and examples. Explain how words are used to convey an idea to a listener or reader. 2. Write 5 words for each part of speech. Select words from the lists to make three sentences. 3. Each student will be given a list of items that are to be completed. A. Industrial copies of applications, forms, business letter, and report form. B. Friendly letter form. 4. The following items are to be discussed and directions given for their use 1. Applications 2. Forms/Requests 3. Business letter form 4. Friendly letter form 5. The class will discuss some careers that require writing sentences and the correct use of punctuation and spelling A. Business Executive B. Personel director C. Secretary D. Free lance writer E. Other 6. Each student will write a job description which will be read in class.	Warriners ..... Chapters 1,2,3,7 and 13 Individualized Language Arts - Weehawken Plan. Weehawken Bd. of Education Weehawken, N.J. 1974. Various Business Forms	Multiple choice: 1. Every sentence must have a (a) period (b) question mark (c) subject (d) comma. 2. Sentences are a complete (a) group of words (b) All parts of speech (c) thought (d) answer.

FINGER DEXTERITY

Subject area competencies: Reading, Typing, Music

Basic skills: Reading, listening, decision-making

Career development objective/indicator: 8.3B Awareness of the range of career options and their requirements with similar skills

GOAL AREA Career Information

SUBJECT Music

GRADE 9

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
Finger Dexterity as a skill inhances your chances of landing certain jobs. 1. Secretary 2. Keyboard Punch Operator 3. Calculator Operator 4. Musician 5. Other	1. Discussion: Do keyboard musicians make better typists? - and vice-versa? Are they more accurate - more sensitive? Which finger is the weakest? - Why? Which finger is the strongest? Who invented the typewriter? Should you take typing as a subject as a 9th grader? Why are the letters on a typewriter located where they are? Who - or what is "QWERTY"? Is there a better method today? Would it be hard to change systems? -What would it entail? How come so many blind people are such fine keyboard players? (Ray Charles, George Shearing) Would they also be better than average typists? Would they keep their "Eyes on Copy"? 2. Read articles listed in "resources." 3. Have students come up with ideas for finger strengths vs. weaknesses through testing, etc. 4. Have the typing teacher and music teacher speak together before a joint class of the two. 5. Study the anatomy of the hand 6. Listen to the record "The Typewriter" for rhythmic components.	1. "Teaching the correct use of the Electronic Calculator" P. 187-190 Journal of Business Education - Feb. 1981 (See Encl.) 2. "The Hand" P.36-40 Contemporary Keyboard- March, 1981 (See Encl.) 3."The Case of "QWERTY" vs. Maltron" P.73 - Time Jan.26, 1981 (See Encl.) 4."The Tyranny of QWERTY" p. 1375 The Voice of The People - 1978 (See Encl.) 5. "Blondie" cartoon Newark Star Ledger Apr. 6, 1981 (See Encl.) 6. "The Typerwriter," recording by LeRoy Anderson	1. Quiz 2. Have students do a study of typing and music classes, searching for whatever relationships they can find between the two (charts, graphs etc.)

RESEARCH IT

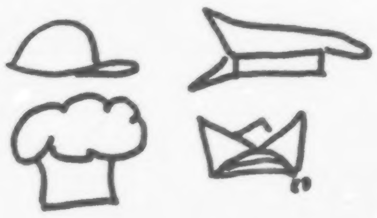
Subject area competencies: *Vocabulary Development: Students will expand their vocabulary to include a sight vocabulary of some 50 words and/or phrases regarding occupations in the target language*
Basic skills: *Reading, writing, speaking*

Career development objective/indicator: *8.3B Identifies several different career options that require similar skills*

GOAL AREA *Career Information*

SUBJECT *Foreign Language*

GRADE *7 and 8*

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Vocabulary Development A. Conversational frames denoting various occupations in the target language: Are you a student? Yes, I'm a student. What is Mrs. Schmidt? She is a nurse. Is he a lawyer? Yes - and his work is difficult. Ah, but work adds zest to life! What would you like to be?	1. Students will select an occupation (in English) and research its equivalent noun in the target language, illustrate the significance of the occupation and organize a bulletin board display reflecting their findings. 2. Oral drill with illustrated work sheets (substitution drill). 3. Students will compile a scrapbook dipicting various occupations. Each illustration must be accompanied by a caption written in the target language. (This activity may be considered in lieu of Activity No.1.) 4. Game: What's My Line (Guessing game-questions asked to determine a job title.)	Cassells German Dictionary Funk and Wagnall, N.Y. Dictionary of Occupational Titles, 4th edition "Berufe" (Instructional Unit by Doris E. Wilson). Fortune 500, May 1981 Occupational Outlook Quarterly Vol.19 No.4 P. 34 & 35 (Winter 1975) "Earning a Living With F.L.	MATCHING EXERCISE: Noun to verbs to complete a sentence. Example ______1.A lawyer a. Sails ______2.A carpenter b. paints ______3.A sailor c. defends ______4.An artist d. builds 
B. Isolated vocabulary -- A list of 25 occupations in the target language:	II. Careers Combined with F.L. skills (select from occupation list). A. Descriptions in English	B. Identification and simple description of jobs in the target language: A dentist cares for your teeth. A carpenter builds houses and other building etc.	

Berufe (Occupations)

Vokabeln (vocabulary)

Zahnarzt - dentist
Arzt - doctor
der Rechtsanwalt - lawyer
der Mechaniker - mechanic
der Zimmerman - carpenter
der Künstler - artist
der Schauspieler/die Schauspielerin - actor/actress
der Musiker - musician
der Sekretär - secretary
der General - general
der Flugzeugführer - pilot
der Soldat - solider
der Matrose - sailor
der Klempner (Spengler)- plumber
der Baseballspieler - baseball player
der Lehrer/die Lehrerin - teacher
der Professor - professor
der Bäcker - baker
der Fleischer - butcher
der Frisör - barber
die Frisörin - beautician
der Student/die Studentin - student
die Krankenschwester - nurse
der Rechnungsführer - accountant

Coversational Frames (other suitable vocabulary may be substituted for underlined words)

1. Sind Sie ein Student?
   Ja, ich bin ein (e) Student (in)
2. Was ist Fraulein Bieher?
   Sie ist krankenschwester
3. Ist er Lehrer oder General ?
4. Ist Ihre Arbeit schwer?
   Ja, aber Arbeit macht das Leben süss.
5. Was willst due werden?

Activities
1. Oral drill with illustrated worksheet
2. Student scrapbook with German captions

Exercises for Drill and Student Evaluation

I. Füllen Sie Die folgenden aus mit Berufe

1. Reggie Jackson ist ______________________
2. Carter ist ______________________
3. Thurgood Marshall ist ______________________
4. Ich bin ______________________
5. Robert Redford ist ______________________
6. Meine Mutter ist ______________________
7. Herr Braun ist ______________________
8. Jurgen spielt das klavier. Er ist ______________________
9. Michaelangelo war ein ______________________
10. Shirley Chisolm ist ______________________

II. Antworten sie diese Fragen

1. Ist Ihr Vater Klempner?
2. Sind Sie Lehrer (in)
3. Was ist Diana Ross
4. Ist Marie Sekretarin
5. Was ist Kotter______________

III. Überseten ins Deutsch

1. I am a student.
2. Fraulein Krause is an architecht
3. Mrs. Meyer is a dentist
4. Work adds zest to life.
5. She is a doctor.

Who Needs Trig?

Subject area competencies: Relationships between similar figures and right triangles

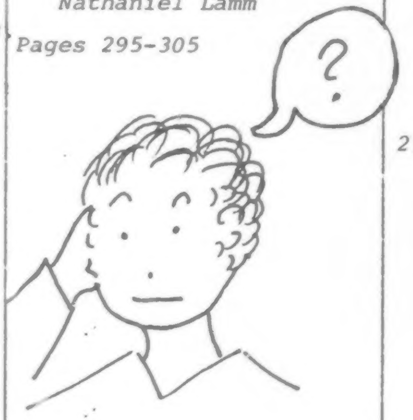
Basic skills: Solving proportions, reading tables

Career development objective/indicator: 8.3B Is aware of a range of career options and their requirements.

GOAL AREA Career Information

SUBJECT Mathematics

GRADE 9

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Trig Ratios A. Sine B. Cosine C. Tangent II. Relationship between the trig ratios and similar triangles. III. Procedure for the reading of a trig ratio table. IV. The use of trig to solve problems. V. Careers using some knowledge of trig. 1. Navigator 2. Surveyor 3. Astronomer 4. Carpenter etc.	1. Discuss the trig ratios and how to derive them. 2. Use the ratios to set up a numerical expression. 3. Show examples involving the reading of a trig table. 4. Use the trig ratios in solving problems. 5. Discuss the careers requiring that you find the unknown length of a side of a right triangle (such as navigation and surveying).	Mathematics and Your Career by Alvin E. Geier and Nathaniel Lamm Pages 295-305 	Evaluation will be done in two ways. 1. Students will pass a test involving the numerical aspects of the trig function a) setting up the ratios b) solving for a length of a side c) solving for the measure of an angle. 2. Students will satisfactorily write a two page paper on a career involving the knowledge and use of trigonometry.

CAREER CHANGES

Subject area competencies: English/Social Studies; Reading a Chart

GOAL AREA Career Information

SUBJECT Language Arts

GRADE 8

Basic skills: Discussion skills, group work

Career development objective/indicator: 8.3B Identifies several different career options that require similar skills

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Discussion of Career Changes within one's lifetime. II. Discussion of chart after distribution III. Small group work A. Compile list of jobs within the clusters using similar skills. IV. Discussion of group lists V. Individual listing of skills related to job interest within the career clusters	1. Discuss with the whole class the fact that people often change careers within a lifetime. (e.g. newspaper reporter becomes freelance writer) 2. Pass out to group attached chart. 3. Discuss the way the chart is set up. 4. Divide class into small groups to develop lists of similar skills used in jobs within the career clusters. 5. Class discussions and comparison of lists. 6. Each student lists skills he/she now has which would help to qualify him/her for a job within this career cluster. 7. Each student lists at least three jobs for which he/she is at least partially qualified according to skills listed in #6.	Chart adapted from Articulated Career Guidance Project, City School District Rochester, N.Y. Road Closed — DETOUR	Each student will answer the following multiple-choice question: After discussion of the charts of the Communication and Fine Arts Career Clusters, categorize your interest of each job in these areas: a) not interested b) would like to learn more about it c) definitely interested

IT TAKES A CERTAIN TYPE

Subject area competencies: *Understanding how legislatures operate*

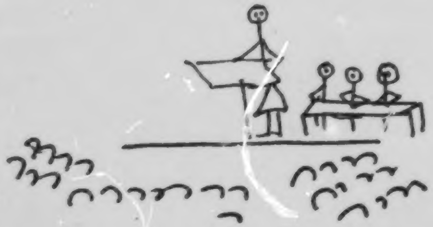
Basic skills: *Reading for content*

Career development objective/indicator: *8.3B Identifies several different career options that require similar skills*

GOAL AREA Career Information

SUBJECT Social Studies

GRADE 9

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Lobbying A. Definition of B. Activities of Lobbyist 1. Provide information 2. Make political contributions 3. Develop personal relationships with lawmaker 4. Influence the process of lawmaking. II. Lobbyist A. Job Description B. Skills Used C. Requirements D. Personal Qualifications III. Related Jobs A. Public Relations Representative B. Director, Fundrasing C. Manager, Advertising D. Sales-Service Promoter E. Consumer	1. Assign Chapter 2 of Who Runs Congress? for in-class reading. 2. Discuss the chapter. 3. Role playing. Ask a student to assume the roll of a lobbyist, and one to assume the role of a Congressman. Have the lobbyist attempt to presuade the Congressman to vote for a bill (any subject). 4. Have class observe the role playing and ask them to list the tactics used by the lobbyist. 5. Ask class to list additional tactics that could be used by a lobbyist. 6. Discuss requirements of a lobbyist. Some Examples: like public contact, ability to understand legal terminology, oral skills, persuasive powers and sensitivity to others. 7. Ask students to list related jobs and discuss them in relation to skills used by lobbyist.	Green, Mark J., Who Runs Congress? Bantam Books, N.Y. 1975, pp. 28-58.	1. Assign students an essay on the topic: "The role of the lobbyist in government." 2. Have students write a one page report based on their reading of chapter 2 of Who Runs Congress? 3. List characteristics needed by lobbyist and persons in other advocacy positions. 

DECISIONS.....DECISIONS

Subject area competencies: *Decision-Making*

GOAL AREA *Career Information*

SUBJECT *Foreign Language*

GRADE *8*

Basic skills: *Writing, speaking*

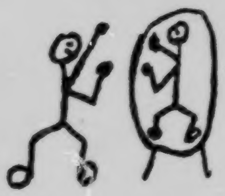
Career development objective/indicator: *8.4A Analyzes career options in terms of a number of appropriate criteria including mobility, job security, and lifestyle*

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Factors that influence career choice. A. Lifestyle B. Salary C. Personality D. Location E. Aptitude F. Demand II. Personal Factors (Where do you fit in?) A. Leisure time usage B. Future life financial views C. Personal traits (positive & negative) D. Effects of locale on your projected lifestyle E. Strengths and weaknesses	1. Reading of magazine articles and follow-up discussion. 2. Students will keep a log of people working in their community whom they encounter on a regular basis. The log should reflect personality as observed, working hours, possibility and desire for advancement, hobbies etc. Students may interview the person. Teacher may develop a questionaire or survey for student use. 3. Class discussion and/or reporting (no names to be used) on: personality types vs. job choice (What type of persons are found in which jobs. Where do they appear or express satisfaction in their current jobs. 4. Students will fill in a dittoed crystal ball which will be divided into categories: educational plans occupation, lifestyle etc.) Students will then complete a "Me" sheet on which they will describe and rate themselves according to content outline II, A-E. 5. Students will compare their crystal balls with their "Me" sheets to determine compatibilities and conflicts existing between future goals and aspirations and projected choice of careers. 6. Viewing of filmstrip.	Career World Magazine Vol. 9, No.1, Sept.80 Articles: "Navigating Your Way To A Job" & "The Salary Scoop". Disney's Career Ed. Program: Filmstrip - "Goofy Goes To Work" (Which Job Is Best For You) 	Students will write a paragraph reflecting their findings in comparing their crystal balls with their "Me" ratings. Students should also make a statement as to whether this comparison caused them to consider a change in their projected career plans. This ⟷ that Stop ⟷ Go Yes ⟷ No Now ⟷ Later More ⟷ less

"ME"

Complete the following "Me" form by filling in the blanks or circling one of the choices in parenthesis. Make every effort to be honest with yourself. This form is confidential and strictly for your personal use and benefit.

1. The subject I enjoy most is ______________________________.
2. The subject I excel in is ______________________________.
3. The subject most difficult for me is ______________________.
4. The subject I least enjoy is ______________________________.
5. I work best (in quiet surroundings, with some activity in the background). (circle one)
6. I tend to be (a leader, a follower).
7. I get along well with others (yes, no).
8. I adjust to new situations (readily, gradually, not at all).
9. I plan to continue my education beyond High School (yes, no).
10. I can accept constructive criticism (yes, no).
11. I usually follow directions well (yes, no).
12. I am punctual (yes, no).
13. I complete most of my assignments on time (yes, no).
14. My favorite pastime is ______________________________.
15. I am an (aggressive, retiring) person.
16. I have a special talent for ______________________________.
17. I prefer (city, suburban, rural) living.
18. I (have, have no) physical condition which would limit my activity.
19. I (help, do not help) with chores around the house.
20. I am a resonably organized person (yes, no).
21. I (always, sometimes, seldom, never) complete the projects I start.
22. I prefer outdoor activities to those which take place indoors. (yes, no)
23. I am able to work and perform well under pressure (yes, no).
24. I am an (early, late riser).
25. I am usually sympathetic to others needs and problems (yes, no)



Life style

Subject area competencies: Lifestyle

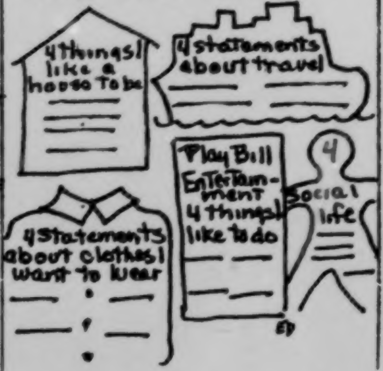
GOAL AREA Career Information

SUBJECT Language Arts

GRADE 7-9

Basic skills: Writing, Researching

Career development objective/indicator: 8.4A To increase knowledge of career information and options in terms of mobility, security, and life style.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Life Style A. Definition 1. One's way of life as shown by his/her examples. B. Elements 1. Living environment 2. Style of dress 3. Travel 4. Social relations 5. Choice of work 6. Entertainment C. A Person's life style will greatly influence his/her choice of jobs. D. Examples 1. Have same job as parent's job. 2. Love to travel - choose job associated with transportation.	1. Put "life style" on board. Ask for definition. Discuss. 2. List a few elements of life style on board. Discuss each. 3. Assign a composition which will deal with the student's individual preference of a life style and the abilities and career choices that will allow them to achieve it. They should also discuss whether their career choice will be compatible with all the elements of their life style. 4. Students will use the Career Center in order to examine career choices. 5. These compositions will be read orally in another class. After each presentation, initiate a discussion on whether the career choice was compatible to the life style of that particular student. 6. Have students find words of four letters or more in the word "LIFESTYLE".	"Career Education and English, K-12 Ideas For Teaching" Editor - Jan E. Kilby National Council of Teachers of English Teacher Occupational Outlook Handbook Occupational Briefs  4 things I like a house to be 4 statements about travel Play Bill Entertainment 4 things I like to do 4 Social life 4 Statements about clothes I want to wear ED	1. Student oral presentation of written assignment will be evaluated as to: a. Speaking 1) Volume 2) Poise 3) Posture 4) Eye contact 5) Pronunciation b. Discussion 1) Student answers to questions posed by class. a) Did they show a relationship between life style and career choic 2. Student written evaluation of paragraph will be evaluated as to: a. Grammar 1) Correct sentence structure 2) Correct spelling and punctuation 3) Neatness b. Did Student show a relationship between his/her life style and a career choice

Spanish Career Search

Continued from p.289

#1

NOMBRE________________________________FECHA: EL_______DE__________

Ua Clase De Espanol II/III Las Carreras

I. Una lista de profesiones y carreras en espanol:

1. médico
2. dentista
3. profesor
4. arquitecto
5. ingeniero
6. mecanico
7. carpintero
8. plomero
9. electricista
10. artista
11. actor
12. actriz
13. pianista
14. violinista
15. acordeonista
16. guitarrista
17. músico
18. secretario
19. general
20. capitan
21. sargento
22. piloto
23. cocinero
24. sastre
25. dependiente
26. enfermero
27. político
28. escritor
29. abogado
30. traductor

II. Contesten en español:

1. ¿ Qué quiere hacerse algún día?____________________________

____

2. ¿ Qué hace su padre? su madre?____________________________

____

3. ¿ Quiere asistin a una uni versided algún dia?__________________

____

4. ¿ Va a trabajar después de la escuela secundaría?________________

____

#2

Nombre______________________________Fecha: El_______de____de 19____

La clase de español II

Select 25 out of the 30 careers and translate them to English:

1. médico
2. dentista
3. profesor
4. arquitecto
5. ingeniero
6. mecánico
7. carpintero
8. plomero
9. electricista
10. artista
11. actor
12. actriz
13. pianista
14. volinista
15. acordeonista
16. guitarista
17. músico
18. sacretario
19. general
20. capítan
21. sargento
22. piloto
23. cocinero
24. sastre
25. dependiente
26. enfermero
27. político
28. escritor
29. abogado
30. traductor

9

MARKETABLE SKILLS

9.1 Develops skills needed for preferred career.

A. Identifies generally marketable skills.

1. Have students interview a variety of employers. Use an interview schedule that asks what qualities the employer looks for in workers. Have the class share the results and note the frequency with which certain responses are given. Students might graph these results. Have students summarize by describing skills employers generally look for. Dependability, ability to work with others, promptness and initiative usually are among the most frequently listed.

2. Challenge students to determine what skills tend to be used in a variety of jobs.

B. Explores occupations in terms of specific skills needed.

1. Students research several occupations. Chart skills needed in terms of general skills and specific skills. A matrix might be developed thus:

	Supermarket Mgr.	Printer	Secretary	Teacher	Cook
Gen'l Skills					
Work with people	X		X	X	
Organization	X	X	X	X	X
Dependability	X	X	X	X	X
Work under pressure		X			X
etc.					
Specific Skills					
Uses scales	X				X
File,sort,categorize	X		X	X	
Type		X	X		
Operate a press	X				
etc.					

2. Visit work sites or have workers come to the class to demonstrate skills needed in their professions, e.g, chef or chef student in a culinary school bone a chicken.

3. Offer students opportunities to try a variety of skills, such as, typing, wood working, electrical wiring, cooking, using a computer. Relate the skills to jobs.

4. Have students scan the want ads and chart or list the kinds of skills required. Note trends in job skills needed.

5. In health, have students identify the different kinds of nurses, e.g., Licenced Practical Nurse, Registered Nurse, Nurse Aide. Consider (chart) skills, training, job descriptions and limitations.

6. Introduce students to tools used in a variety of trades, e.g., gardeners and landscapers, electricians, computer technicians, secretaries, tool and die makers, doctors, cooks, etc. Include a variety of basic and electronically controlled or computerized equipment. Some students who have specific skills may demonstrate them to others. Also, use guest demonstrators and field trips.

◆ 7. Home economics, "Setting Tables" p.331
◆ 8. Home economics, " Busing Tables" p.332
◆ 9. Social studies, "In Which State Are You?" p.333
◆ 10. Business education, "Selling" p.334

11. Students simulate an assembly line in class. (Pen parts or other products can be obtained from a manufacturer.) Assign students to individual work stations along a conveyor belt. Once a task has been learned, have students switch jobs. Students should learn the importance of cooperation in this process. Take a field trip to sites where assembly work is done. Examine want ads to determine the demand for assembly workers. Interview a personnel director in person (or using tape) to determine hours, pay and qualifications of assembly workers.

12. Have students locate or identify workers who solve mathematical problems involving calculating area, volume, mass, etc. Utilize reference by Alvin Geier and Nathaniel Lamm entitled Mathematics And Your Career.

13. In a unit on taxes, discuss a) jobs involving calculating taxes (accountants, etc.); b) jobs supported by taxes (government workers).

9.2 Uses job seeking and job holding skills.

A. Understands terminology used in want ads.

◆ 1. Social studies or language arts, "Want Ads" p.335

2. Have students locate three want ads of interest to them. Have them write the ad out without using abbreviations. Then research each job in terms of working conditions and job requirements.

◆ 3. Language arts, "Reading The Want Ads" p.337

B. Knows sources of job information.

1. Select a job area of description and have students use different sources to find information, for example:
   a. ask someone employed in the job;
   b. ask counselor;
   c. ask teacher;
   d. look in Occupational Outlook Handbook or Encyclopedia of Careers or Dictionary of Occupational Titles;
   e. other.

   Compare sources for validity and accuracy. Discuss, appropriate sources of job information.

2. Have students obtain job applications from stores or businesses and review them for terminology. Students may want to try filling them out accurately.

9.3 Reacts positively to change.

A. Applies present knowledge to novel situations.

575-B

1. Have students learn mathematical functions, then introduce a complexity. Students may solve novel problem in small groups or alone. Ask students about their feelings when the new aspects of the problem were introduced.

2. Apply principles of science to food preparation, consumer product comparison, and other practical or novel situations.

3. Language arts, students learn to write a resumé. Then, after reading Ibsen's play, An Enemy of the People, write a resumé for Dr. Stockman. (Scott, Foresman, Exploring Life through Literature.) Locate job opportunities for which Dr. Stockman is qualified from local want ads.

◆ 4. Mathematics, "Batter Up" p.340

9.4 Understands the need for adaptability.

A. Understands the frequency with which workers change jobs.

1. Find the statistics concerning job changes. Ask people who have had full working lives how many job changes they have experienced and why the changes were made.

2. Students list possible causes for job changes including obsolescence, personal reasons, relocation of plants, economic recessions, etc. Discuss implications of job changes on individuals and groups.

3. Students trace changes in job trends, historically in the United States. Note high impact social and technological events such as wars, inventions (industrial revolution), and causes (women's liberation).

B. Recognizes the need to develop adaptability and coping skills.

◆ 1. The Mill p.341

9.5 Understands effects of technological change.

A. Explores emerging occupations.

◆ 1. Social studies, "Computers Do It All" p.343

2. Select a want ad section from a current newspaper. Obtain a copy of a newspaper from another time (10 years ago). In each paper, note overall differences. Then start anywhere and mark off a block of 30 ads. Within each, note the number of jobs in each category within the block. Compare the two. What jobs have appeared (emerged)? increased? decreased? been eliminated?

◆ 3. Language arts, "New Tech" p.344
◆ 4. Social studies, "1990" p.345

5. Business education students trace the practices used in letter writing historically, from the use of scribes to modern computerized word processing centers. Discuss implications of these changes on jobs. Predict future trends.

◆ 6. Social studies, "Color Coded" p.346

7. Students in music classes study music therapy as an emerging occupation. Resource: National Association for Music Therapy, Box 610, Lawrence, Kansas.

8. Students study developments and careers in interior and outer space such as:

   Developments
   a. space shuttle
   b. computers
   c. robots
   d. astronauts
   e. laser beams
   f. micro surgery
   g. microwave cooking
   h. etc.

   Careers
   a. atmospheric scientist
   b. oceanic processors
   c. earth resourcers
   d. information extractors
   e. space application transferors
   f. sensors and systems developers
   g. advanced technologists
   h. communication systems computer operators
   i. geodetic analysts
   j. flight assurance managers
   k. experimental fabrication developers
   l. adminstrators and department managers

8. (cont'd)

Make a bulletin board of news articles related to these emerging jobs. Students research and discuss qualifications. Students may write to space centers for brochures and information, e.g., Goddard Space Flight Center, Greenbelt, Maryland. Visit an aerospace museum to trace the evolution of space technology. Students write a paragraph on "Why I would/would not like a job in outer space."

◆ 9. Social studies, "Then, Now, And After" p.348

SETTING TABLES

Subject area competencies: Setting a Cover (Table Setting)

GOAL AREA Marketable Skills

SUBJECT Home Economics

GRADE 7-9 Special Needs

Basic skills: Recognize right from left; Know about color; Combinations; determine measurements.

Career development objective/indicator: 9.1A Develop skills needed to complete tasks required of a preferred career.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Definition & Placement: A. Linens or paper products B. Silence Cloth C. China or dishes D. Silverware E. Centerpieces II. Variations A. Home 1. Informal 2. Formal B. Restaurants 1. Varies from one restaurant to another 2. Forks on left 3. Knives & spoons on right C. Cafeteria 1. Only salt & pepper 2. May be sugar	1. Discussions on how this task can be carried over to a job situation. 2. Teacher demonstration explaining terms (see content) or may use transparencies 3. Students find pictures of different covers and put them in a notebook. Each picture should be labeled. 4. Students will be given a sheet with drawings of each item found in a cover (See Content Part I) which they can cut out. After cutting them out, they will paste them in the proper places for each example discussed and label. These will be put in their notebook. 5. Students will practice with actual pieces of a cover. **Because the students are special needs students, the 7-9 Grade Level will be a 4-6 Grade Level for them.	Contemporary Table Settings, Patricia Kroh Doubleday & Co., Garden City, N.Y. 1966 Profitable Restaurant Management, Kenneth I. Solomon, Prentice Hall, Inc., Englewood Cliffs N.J., 1974 "Table Settings Guide," Fostoria Glass Co., Moundsville, West Virginia The World of Foods, Eva Medved, Ginn & Co., Lixington, Mass. 1977 Restaurant Owner, Cafeteria Manager Various Magazines	To show that the student understands how to set various covers, the student will prepare a notebook, assemble drawings in proper settings, and practice setting various covers. 1. Notebook a. Students find and cut pictures from magazines showing different covers. b. These are put into notebooks and labeled. c. Centerpieces showing both good and poor arrangements will be found and put into notebook with a label of good and poor. 2. Give students drawings of each piece of china, glassware, silverware, and napkins. Have students cut these out to make a cover on a sheet of paper. The type of cover must be labeled as to its use.

BUSING TABLES

Subject area competencies: *Clear and/or Bus Tables*

GOAL AREA *Marketable Skills*

SUBJECT *Home Economics*

GRADE *7-9*

Basic skills: *Recognize sequences, follow directions, eye-hand coordination, and gross motor coordination*

Career development objective/indicator: *9.1A Students will improve job acquisition by developing skills for a specialized task*

CONTENT	*METHODS/ACTIVITIES*	*RESOURCES*	*EVALUATION ITEMS*
I. Terms to define *A. Bus Tray* *B. Wet Cloth (crumb table)* *C. Set-Up* *II. Sequence for dismantling cover* *A. Always remove disher & silverware from left side with left hand.* *B. Glass & beverage cup from right side with right hand* *C. Remove serving dishes first from left side* *III. Loading & carrying trays.* *IV. Sequence for Dismanmantling table setup* *A. Unused covers* *B. Sugars* *C. Salt & Pepper* *D. Creamers* *E. Crackers/butter* *F. Centerpieces* *G. Put in proper storage*	*1. Discussion of how the knowledge of this task will help secure a future job.* *2. Teacher demonstration on procedures for* *a. Clearing cover* *b. Stacking tray & transporting* *c. Dismantling the rest of the table* *3. Students will role play a situation for clearing and and/or busing a table using what they have learned from teacher demonstration & discussion.* *4. Teacher organizes a "What's Missing" flash card game. (See No.3 under Evaluation)* *5. Discuss busing as a first-job experience.*	*Profitable Restaurant Management, Kenneth I. Solomon, Prentice Hall, Inc., Englewood Cliffs, N.J. 1974* *The World of Foods, Eva Medved, Ginn & Co., Lexington, Mass., 1977* *"What's Missing Flash Card Game* 	*To show that the student can clear and bus tables, the students will discuss, role play different situations, and play "What's Missing" Flash Card Game.* *1. Comments students relate during discussion.* *a. How can this be carried over to a job situation?* *b. What is the necessity of knowing this task?* *2. Students carrying out role playing situation. (See No.3 under Methods.)* *3. "What's Missing Game"* *a. Flash Card Pictures made by teacher showing different steps of dismantling cover and table with something incorrect in some of the pictures.* **Because the students are Special Needs Students, the 7-9th Grade students are on a 4-6 Grade level.*

IN WHICH STATE ARE YOU ?

Subject area competencies:

GOAL AREA Marketable Skills

SUBJECT Social Studies

GRADE 9 - Special Needs

Basic skills: Reading - Map Skills

Career development objective/indicator: 9.1A Develop skills needed for preferred career

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Knowledge of Basic map reading skills A. Recognize names of states and their abbreviations. B. Generally place state in geographical area C. Basic direction 1. North, South, East, West 2. East Coast, West Coast II. Occupations requiring map reading skills. A. Truck drivers B. Traveling sales people C. Mail carriers D. Delivery services E. Cartographers F. Consultants G. Police officers H. Ambulance drivers I. Others	1. Teacher finds appropriate maps with all states clearly printed. Map should be on large, flat surface, so that students can trace outlines of states with hands, crayons, etc. 2. Students should make their own maps from memory using 12 x 18 construction paper. 3. Through "hands on" approach, using models of cars and trucks, students will physically move vehicles from North to South, etc. States will be listed with them alphabetically. Spelling, abbreviations, will be done daily. 4. Fill in names of states in geographic position. Have students travel in assigned directions by car-truck. Name states they travelled through. West, East, South, etc. 5. Discuss - research jobs that require map reading skills.	Large U.S. Map (laminated and put on flat surface so that students can kinesthetically approach lesson). Small Soc. Studies maps for each student for workbooks (dittos too) Model trucks - cars Maps with lines for states. 	1. Students will demonstrate ability to remember the names of most of the states, and be able to place them in general geographic area. 2. Students should be able to read a map competently know directions. 3. Have students be able to orally and in writing identify a state by location and spelling. a. Teacher tests will establish correct spelling of the states. b. Blank ditto maps will be available for fill-in of states. c. Students should be able to free-hand, draw a map of the U.S.

SELLING

Subject area competencies: *Skills Necessary for Sales Work*

GOAL AREA Marketable Skills

SUBJECT Business Education

GRADE 9

Basic skills: *Reading, discussion ahd roleplaying skills*

Career development objective/indicator: *9.3A Identifies generally marketable skills/explores occupations in terms of specific skills needed.*

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Skills necessary for sales work A. Good math skills B. Interpersonal relationships C. Product Knowledge D. Managerial skills II. The importance of selling A. Modern Distribution system B. Consumer view--point C. Consumer buying habits III. Preparation of a sales demonstration IV. Various types of selling careers A. Automobile B. Retail C. Door-to-door	1. Discuss with students various skills necessary for successful sales work. 2. Discuss the importance of selling. 3. By role-playing, the student will take various parts in the sale from producer to consumer. 4. Through role-playing the student will learn now to handle problems relating to a sales or a sales supporting occupation. i.e. shoplifting, complaints, customer and employee accidents, etc. 5. Discuss with students various types of selling careers.	Marketing and Distribution Chapters 37 and 38 (pgs. 437-464) Mason and Rath, 1978 Marketing and Distribution Project Guide, Mason and Rath, 1978 Do you have this in a larger Size? Just a minute, I'll check the Stock room	1. The principal learning experience, role-playing will be evaluated by the teacher-coordinator. 2. Students must obtain a minimum of 75% on a written examination used to determine content knowledge. 3. Students will be able to identify various types of selling careers.

WANT ADS

Subject area competencies: Job Seeking

Basic skills: Reading

Career development objective/indicator: 9.2A Understands terminology used in want ads.

GOAL AREA Marketable Skills

SUBJECT Social Studies/Language Arts

GRADE 7-9

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Information generally sought in want ads. A. Type of job (title) B. Salary C. Requirements II. Specific terms used in want ads A. Terms B. Abbreviations III. Sources of want ads A. How want ads are published B. Costs of want ads. IV. Legal restrictions on employment opportunities in want ads. A. Non descriminatory by sex, age, culture B. Other	1. Generate a list of items of information a person would want to find out in a want ad. 2. Give students sections of want ads. Ask them to circle the words they do not understand. Make a list of these words and abbreviations. 3. Students develop glossaries by researching the meanings of the words and abbreviations used. 4. Students scan want ads again and note increased ability to understand them. HELP WANTED	Holt, Rinehart, Winston New Jersey Survival pp. 22, 23, 24. Webster's Intermediate Dictionary Want ads - Classified Section of Newspaper The Career Planning Workshop Book Help Yourself to a Job Part I. Finney Corp. Succeeding in the World of Work - McKnight N.Y. Times/Recrutment Survey 10/12/80 Section 12.	1. Give students abbreviated want ads to write out long hand without abbreviating. 2. Have students use context clues to decifer abbreviations used in specific want ads. The student will be aware of and be able to describe orally and in writing the following tests items. 1. How jobs are listed 2. How to tell part-time jobs. 3. How to tell full-time jobs. 4. Meaning of references 5. Meaning of helpers 6. Meaning of experiences 7. Meaning of "will train" 8. Meaning of commission 9. Meaning of commonly abbreviated words.

Send to busy executive. Must have excellent skills, good at detail, sense of responsibility and able to work on own. Good salary & future.

FOR APPT CALL 858-5000
BARTONS CANDY CORP.

SECY $235

OVERTISING FEE PAID
for ad agency/80 wpm steno nec/ [illegible] atmosphere. Apply early. [illegible] agcy. 505 5 Av (42 St) 10 flr

CRETARY FEE PD $190

RECORDS

[illegible] in music, wk w/dir of music [illegible], wk w/album jacket covers, contact w/recording artists, promotion, good skills nec...

EDEN, 7 E. 43 St
5th-Mad, 986-2306, agency

Secretary. Very unusual spot with grant [illegible] foundation. Work with cultural, educational and governmental organizations and evaluate requests for grants [illegible] studies. Able to make decisions on [illegible]. Stimulating and interesting spot. [illegible] +. (fee paid). The Hamilton System Agency (for secretaries exclusively) 342 Madison Ave (44 St.)

490-3850

[illegible] Fee Paid to $190

T.V.

[illegible] secy with good skills is needed [illegible] director of major news films. [illegible] potential and good benefits.

PEOPLE

5 5 Av (16 fl) agency 687-2400

SECRETARIES TEMP HOPES
October. 17 secys found high-paying [illegible] jobs while working temp with us. [illegible] firms call us exclusively [illegible] long term, midtown or Wall St. Mary Field, your special contact [illegible] Park Ave (46th St) Suite 1820

AG

SECRETARY

[illegible] E 57 St Theatrical law firm. [illegible] skills only. Will train copyright, [illegible], matrimonial. Sal $[illegible]
Call 935-5511

SECRETARY-To help two professionals [illegible] non-profit organization near Empire State Bldg. Able to [illegible] on own. Good at diversified [illegible]. People oriented. Steno dicta, [illegible] Good fringes. Immediate start [illegible] Raise 3 mos. Send resume with [illegible] history to X8523 TIMES

NO STEN
$160-$185
FEE PAID
WORK IN TRADING DEPT OF A LARGE INVESTMENT BANK COMPANY PAYS 15 PCT CASH X-MAS BONUS.
B&B AGENCY ASSOCIATES
150 BROADWAY 17TH FL.
233-2130

SECRETARY

Opportunity for highly motivated individual in executive offices of large not for profit human service agency to work for administrator of agency. Must have good steno & typing, be well organized and work well under pressure. Comprehensive benefits program. For appt call Mrs. Sitt 777-4900, ext 115. An Equal Opportunity Employer M/F

SECRETARY
ADMINISTRATIVE ASST

for small midtown import/export textile co. Excellent typing & shorthand skills reqd. Good sense of responsibility & initiative. Must be able to organize & run routine office work. Extensive telephone contact & some involved. 212-279-3652

Secretary-Admin. Asst. Research Foundation requires alter ego to Director. Steno is not necessary but typing must be excellent. Able to deal with highly educated professional personnel. To $275. (fee paid). The Hamilton System Agency (for secretaries exclusively) 342 Madison Ave (44 St.)

490-3850

SECRETARY-G/G FRI

Expanding CPA firm, World Trade Center area, seeks individual with good all-around secretarial skills. Candidate should have pleasant telephone personality and be capable of using dictating equipment. Salary open + benefits. Call 212-747-1192

SECY/RECEPT

Midtown firm seeks bright, well, organized indiv to work in a busy sales environment. Candidate must have min 1 yr work experience and type accurate 40 wpm. Person must be willing to learn & grow with position. Call for appt: Joseph Cory 867-3358

Secretary. Fast paced spot working in Sports Department of T.V. Station. Heavy phone contact work. Prefer person with knowledge of Spanish. $185 (fee paid). The Hamilton System Agency (for secretaries exclusively) 342 Madison Ave (44 St.)

490-3850

Secretary. T.V. Broadcasting Station has great spot in audience reaction area. Interview and analyze audience response to pilot programs of new shows. $190 +. (fee paid). The Hamilton System Agency (for secretaries exclusively) 342 Madison Ave (44 St.)

490-3850

SECRETARY, TEMPORARY

NEW SCHOOL
FOR SOCIAL RESEARCH
Experienced secretary with good skills for interesting long term project. Job involves public contact and diversified duties. Excellent salary and benefits. Call the [illegible] department

741-5671
Affirm Action/Equal Opty Employer

SECY

HOW MUC[illegible]
CAN YOU [illegible]!

CALL THE SALARY LINE AND RECEIVE A FREE EVALUATION OF WHAT YOU'RE WORTH IN TODAY'S JOB MARKET.
567-8883 HOLIDAY AGENCY

SECRETARY

Bright, alert. Previous ofc exp not essential. For exec ofcs. Non-profit Ed. Institution. Excel typing skls, good shorthand, some Hebrew. Excel benefits & hours. Columbus Circle location. Call Ms. Wonder at:

CI5-6200
An EOE/MF

SECYS Temp

Advertising

Several immediate openings for individuals that make a good presentation and like to work on their own on a challenging environment. No steno required
Call Marty Ornstein 661-7934

SECRETARY

Position includes dictation, typing, dictating mach, filing, answering phones & other duties. Min exp 1-2 yrs. Salary $10,200. Contact Protection & Advocacy System for Developmental Disabilities, Inc. 175 Fifth Ave. Suite 500, NYC Phone: 982-1140

SECRETARY

for national sales dept. of an attractive Midtown advertising/broadcast-related company. Excellent typing. Steno. Pleasant & personable. $180-$195. Interesting atmosphere. Excellent benefits. Call 10-4 Miss Sims 599-6690.

SECRETARY

Grand Central area. Excellent opportunity for bright, experienced, well-organized individual. Good steno & typing skills req. Excellent fringe benefits. Salary open. Call 661-1060, Ms Mueller.

Secretary needed by popular Recording Company. Work in area that deals with new music groups and artists. $200-$215. (fee paid). The Hamilton System (for secretaries exclusively) 342 Madison Ave (44 St.)

490-3850

Secy Executives No Fee $12,000

MUSIC MUSIC MUSIC

Several new openings with this internationally known record co. able to deal with VIP's in entertainment field. Typ & steno.
PARAS Agency 505-5Ave (42St)

SECRETARIES FEE PAID
ADVERTISING/[illegible] to $225
PUBLISHING to $240
LAW FIRM, no legal to $250
FASHION to $230
NON-PROFIT, no steno $197
TEDDY GILBERT AGENCY
505 5 Ave 490-3441 42-43 St

SECRETARY-Publishing

Assist busy exec in editorial dept mdtn book publr. Requires gen'l competence, excell skills & publng [illegible]. 532-9200, Mr Sager

SECY ADMIN [illegible]K F/PD

TO SR. PARTNER

5m legal experience. Midtown
Call Miss Greene MU 7-[illegible]
APPEAL AGENCY 70 E 42 ST

SECY FEE PD $200 +
Plush midtwn offices. Personnel dept [illegible] slnl bnfts

ATWOOD-VANDE[illegible]
11 E 44 St agency 687-[illegible]

SECRETARY.

Talent mgmt/film prodn etc. Excel skills, gd with details. Follow thru. Fringes. Sal negotiable 532-1640

SECY ADMIN F/P to $15,000
ACADEMIC MEMBERSHIP ORG
Office mgmt + stem [illegible] + comptr knowl
Plus to run small ofc nr GW Bridge
PERELSON Agency 28W44St 840-2477

SECRETARY

[illegible] office work. Pleasant Mid-town office. Salary open. 889-8266

Secys-train legal steno OR exp with dictating mach. Unusual openings. $220 to $300 No Fee Ever. Friedman Agency, 55 W 42 St, 221-1780, Rm 1232

SECTY-BX F/PD $[illegible]
CONFIDENTIAL PLACEMENT
Call WE3-4477
Kling Agency 203 E. Fordham Rd

Secys-Legal, Walmen or [illegible], fee paid, to $275 + benefits, fast hire
HORN 505 5 Ave, 687-4020, agency

Secy-Personnel, F/Pd, $12M
HORN 505 5 Ave. 687-4020 agency

MARCUS
475 5 Av Agency 889-6181

SECY $225

TV STATION FEE PAID
Grand Central/Super atmosphere/80 wpm steno ex/benefits. Apply early Princeton agcy. 505 5 Av (42 St) 10 flr

Secretary. Really great job with international news reporting service. Busy, active spot working with correspondents and reporters. Must be interested in current events and editorial work. Good skills necessary. To $14,000. (fee paid). The Hamilton System Agency (for secretaries exclusively) 342 Madison Ave (44 St.)

490-3850

Secretary-Admin. Asst. to Publisher of Cultural Magazine. Work with museums and private collectors in compilation of editorial material. Intelligence and organizational skills are a must. $11,000 and up (fee paid). The Hamilton System Agency (for secretaries exclusively) 342 Madison Ave (44 St.).

490-3850

SECY/Admin Fee Paid $12,500

PUBLIC RELATIONS

Assume responsibility assisting VP. Client contact. Steno/typing. Tuition refund. See Ms. Sommers.

new york-new york
130 Bway Rm 1001 agency 267-3500

SECY/Admin Fee Paid $12,000

PRESIDENT

Work on your own. President travels. Deal with clients. Handle personal matters. Steno. See Ms. Sommers.

new york-new york
130 Broadway Rm 1001 agency 267-3500

SECRETARY

Poised, alert person with initiative to assume responsibility. Steno, good typing & telephone contact. Real estate management office, downtown Bklyn., Court St. Exp pref'd. Good salary.
Call 8[illegible]-2780

SECY-engineering $275
SECY-Real Est/constrctn $235
SECY-Park Ave $215
SECY-Non profit $200

CREST AGENCY
505 5 Av Fee Pd 42 St (Rm 1002)

SECRETARY $175
Well known Fashion firm seeks bright individual who has completed courses at F.I.T. No exp required. Company will train. FEE PAID
DOVER Agency 50 B'way 344-[illegible]
1 BLOCK SOUTH OF WALL ST

SECRETARY

Busy midtown import/export office seeks skilled secy. with 2-3 yr exp. Gd steno & accurate typing 212-765-0500

SECRETARY

Interesting position for someone with experience working with traffic manager. Must be good typist & take steno. Good with figures. Company paid benefits. Salary open. 677-7676 ext 228

SECY-bright, energetic to work for 2 people in busy P.R. firm w/diverse clients. Top skills, typing, dictaphone, good phone manner & appearance. Shorthand a plus. Salary to start $210/wk. Call Miss Rainey 489-6900.

SECRETARY

Credit Dept. Men's apparel manufacturer. Dictating machine, typing, filing. Light clerical work. Salary $165-$183. Call Mr. Tarter, 255-6440

SECY Admin Asst F/P $12,000
Type 50-55wpm, front office
bsy phone contact, mdtn publisher

ALBERTA SMYTH
60 E 42 St agency 682-7887

SECRETARY

Intelligent, poised for busy midtown attorney, gd skills, gd salary, and benefits. 86[illegible]017

SECRETARIES
Midtown locations. Front desk, legal & more. FT/PT. Immed openings; gd skills. Steno a +.
[illegible]US 101 W31 St 564-[illegible]

SECY/STAT TYPIST
Small, quality CPA firm requires experienced all-around person. Beautiful offices. Madison & 40th. Salary according to ability. 686-2640

-SECRETARY-
Exec. w/good skills & phone personality for diversified pos. Expanding co. [illegible] benefits. Ms Fran 730-4134

Secy-Pan Am Bldg, F/P $2[illegible]0
HORN 505 5 Ave. 687-4020, agency

SECY/STENOS F/pd $180-[illegible]
gd skills, intnatl cost, bank
L. Broderick agency 150 Bway 732 6055

Secys—lite steno/gd typg F/P $220-235
Park Ave law. 3 bonuses, 4 wks vac.
Teddy Gilbert agency 505 5Av/490-3441

Secys F/P $160-16M

HAPPY HOLIDAYS!

...can be if you're happy!
Many Openings! Mdtn & Dntn Locs!
Since we specialize in placing secys on all levels the chances are excel that we have the rite job for you! Be assured our well seasoned staff will give you a prompt courteous interview & point you in the rite directn. Interviews in our ofc Mon-Fri, 9-5. We aim to please!
ALLEN agency 15 E 40. 532-4100

Secty Fee Paid to $225

MOTION PICTURES

This director of film & video tape division seeks bright secy with good skills to learn all facets of film industry. Career apply.

PEOPLE

505 5th Av (16 fl) agency 687-2600

SECRETARY FEE PD $240

FASHION

wk w/dir of fashion mktg, wk in idea center, help forecast trends in fashion & home furnishings, gd skills

EDEN, 7 E. 43 St
5th-Mad. 986-2306, agency

SECTY-RECEPTIONIST

Midtown factor seeks individual as Secy/Receptionist. Must be able to type 50wpm & conduct themselves properly on the telephone. No steno reqd. Must be able to handle pressure. No exp nec. Salary $150 per wk. Contact J. Goldberg 697-4200

SECY—EXECUTIVE

Outstanding opply for a top-notch secy w/above average sec'l skills. Sales oriented. We are a rapidly expanding mfr loc'd in Bklyn. Exc sal & bn'fts. Free pkng. Please call 855-3810 or send your resume to: VBC INC. 156 Sanford St Bklyn NY 11205.

SECRETARY

Major mid-town corporation seeks executive assistant. Take-charge individual w/excellent administrative & secretarial skills. Outstanding opportunity reporting directly to executive director. Salary commensurate w/experience. Call Mr. Devenport 212-355-7370

Secretary. Top Ad agency has trainee spot for person without steno although your typing must be good. Previous experience is not necessary. $9100. (fee paid). The Hamilton System Agency (for secretaries exclusively) 342 Madison Ave (44 St.)

490-3850

Secretary. Work with and for person responsible for setting up worldwide professional conferences and seminars. Competent person good at detail and follow up. $210 (fee paid). The Hamilton System Agency (for secretaries exclusively) 342 Madison Ave (44 St.).

490-3850

SECRETARY

Pam Am Bldg. law firm seeks person w/gd skills capable of learning word processor. Legal exp not nec. Call 682-7948

SECTY FEE PD $13-15,000
Type 55wpm, steno 80, light taking
Securities brokerage

ALBERTA SMYTH
60 E 42 St Agency 682-7887

SECYS-Bway [illegible] $9-14,000

AIRLINES

W/wo steno-travel etc-even 572-5595
Growth Agency 475-5 Av 889-1960

SECY-RECEPTIONIST

Lrn personnel secy functions & handle diversity. Lots public contact. good typ'g + 6 mo's-3 yrs exp. Sal depends on exp. Dwntn Call Mike 732 2366

Mrs Nolan

SECRETARY

Mental health center, mid-Manhattan. Interesting work, exp & excel skills reqd. 689-7700 Ext 610

SECRETARY

1 yr brokerage exp. eventual registration, good salary & bnfts. Wall St area 825-3214

SECY/ADMIN $OPEN
Growth/apply await you in mdtn consulting firm. Admin/secy skills + winning personality spell CAREER. Good sal & potential. Call 682-[illegible]

SECY
[illegible] 10-6PM, recent high school grad. Good steno/typing skills. Pleasant midtown office. $150 wk. 687-6812

SECRETARY-Friday Type
Good Typing, Steno helpful. Pleas Mdtn Jewelry etc. 246-3284, Peter

SECY F/P to $225
INTNATL JEWISH WELF
Sten spdwr 80 + /typ 60 + Yiddish hpfl.
PERELSON Agency 28W44St 840-2477

SECRETARIES
Bernadette DeLong & Assoc
454 Madison Av (agency) 935-4575

Cont'd on Following Page

Want
Ads

What skills?
What Pay?
Where is the Job?
What experience?
Whom to call?

Reading the Want Ads

Subject area competencies: Translating job terminology;

GOAL AREA Marketable Skills

SUBJECT Language Arts

GRADE 7 - 9

Basic skills: Vocabulary, reference, drawing conclusions

Career development objective/indicator: 9.2A Understands terminology used in Want Ads.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Exhibition of several foreign language newspapers A. Student inability to read unfamiliar vocabulary stressed.	1. Show the class several foreign language newspapers, and explain that to learn how to read them, we must be trained in a new language and a new vocabulary. Our own Want Ads are sometimes similar to a foreign language. Show some Want Ads to illustrate this.	Any 3-4 foreign language newspapers. Any local or regional newspaper containing Want Ads.	Ditto should be prepared with the following information: Fill in the blanks next to the underlined with the meaning of that term.
II. Presentation of Want Ads with specific job terminology. A. Meanings of new terminology stressed B. Discussion of careers mentioned	2. Write on board or transparency and give a ditto of the following to each student: Want Ads A. Could you qualify as an R.N. or L.P.N. who would be provided with an excellent benefits package and an attractive shift differential and no shift rotation? There are F/T openings in the following: MED/SURG, O/R, E/R, I.C.C.U., PEDS, and MAT ....or could you qualify for a job as a	Chalkboard or transparency overhead projector if transparency is used. Pencils Ditto master: dittoes of evaluation for each student.	You were a G/G Friday_______ earning only $500_______. You went to school to train to be an R.N.__________so you could work in the O.R.___________ or E.R.__________, or the I.C.C.U. ____________. You could have joined the USAF___________, it's a great oppt'y__________, but you are an ambitious ind.,___________ and knew you could get an excellent bnfts. package______________ no shift rotation_______________, and a F/T___________job you like very much.
III. Evaluation A. Successful translation of job terminology			

Reading the Want Ads, continued..

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
	B. G/G Friday to $800. We have a great diversified spot for an ambitious ind. Lite-typing. Bnfts. Fee pd. Activities, cont. ...or a job in a C. MECHANICAL FIELD - F/T position avail. 17-27 yrs. of age. Training and education oppt'y. 354-3270. USAF 80 Broad St., Elizabeth. 3. Have students read over ditto and underline unfamiliar words and phrases. 4. Ask: "Which ad would have you working in an office; a hospital? Would the other have you join the Navy? Elicit responses after questions. 5. Discuss each ad and what the abbreviations represent. (i.e. in "A": Which letters stand for Operating Room, Pediatrics, etc.) Go over each abbreviation in all three ads. Discuss specific careers which go with each ad. Have students write "translations" on their ditto sheets. 6. Students find more examples of new terms learned from the want ads.		

COMMONLY USED WANT AD ABBREVIATIONS

adv.
Admin.
aft.
agcy.
appt.
asst.
avail.

begnr.
ben.
bkkpr.
btwn.
bldg.
bus.
bus. oppt.

clk
co.
comm.
cmputr knowl

dep
dept.
drvs. lic.
dir.

equiv
E.O.E.
eves.
exc. excl.
exp. exper.
exp. nec.
exec. secy
exp. pref.

fcty
frnge.

gd.
gen. ofc.
grad.
g/g friday

hr.
hrly
hlps
H.S.

immed.
ing.
intrstng.

knowl.
K ($16K)

Lic.

mgmt.
mgr.
mdtn
modn. ofc.
M-F
M/F
mo., M

oppty
O.T.

pd. vac
perm.
pt. P.T.
pers. int.
pleas. ofc.

qual.

reas.
ref.
req.
respon.

Sal.
Sec., secty
som
strt
Sten. spdwr. 80+
SH
swbd
stdnt

tech.
temp
trans.
trnees
trnr
typ

vic.

W/WO
wk
wkday
wkend
wpm.

Yr.

BATTER UP

Subject area competencies: *General Mathematics*

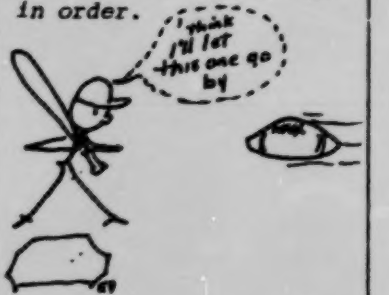
GOAL AREA *Marketable Skills*

SUBJECT *Mathematics*

GRADE 9

Basic skills: *Changing fractions to decimals, arranging decimals according to value.*

Career development objective/indicator: *9.3A Applies present knowledge to novel situation*

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Review of skills A. Changing fractions to decimals B. Arranging decimals according to value. II. Application of skills to novel situation A. Discussion of how to find standings. B. Computation needed to achieve desired results.	1. A list of standings of professional baseball teams is cut from a newspaper and shown to class. 2. Teacher explains that standings are figured by forming the fraction: $\frac{\text{number of wins}}{\text{total games played}}$, and changing the results to a three place decimal, then arranging these decimals according to size. 3. Teacher will review: 1)changing fractions to decimals, 2)arranging decimals according to size. 4. Students will be given a list of teams and results of games played and asked to arange the teams in proper league standings.	Newspaper listing of baseball team standings Ditto with review exercises on changing fractions to decimals and arranging decimals according to size. Ditto with list of teams for students to arrange in order.  I think I'll let this one go by	Given a list of results for a baseball league, students will arrange the teams in order of standing. 1. At chalkboard, students will show ability to: a. change fractions to decimals b. arrange decimals according to size. 2. Students will complete ditto which requires them to arrange a given league according to proper standings when given the number of wins and number of games played by each team.

The Mill

Subject area competencies: *Reading comprehension*

Basic skills: *Interpretation: Cause & effect; Relationships*

Career development objective/indicator: *9.4B Recognizes the need to develop adaptability and coping skills.*

GOAL AREA Career Information

SUBJECT Language Arts

GRADE 9

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Poetry: Interpretation of cause and effect II. E.A. Robinson "The Mill" III. Recognition of the consequences of choice IV. Coping with change	1. Read poem aloud 2. Identify situation: a. What is meant by line four, "There are no millers any more."? b. What did the miller's wife find in the mill? c. Why did the miller do as he did? c. How did the miller's wife respond? Why? 3. Discuss the importance of one's occupation in its relationship with the rest of one's life. 4. Identify and discuss personal skills for coping with change.	E.A. Robinson, "The Mill." Sound & Sense, 5th Edition Lawrence Perrine. Harcourt, Brace Jovanovich, New York, 1977. P.334.	1. Panel on the impact on the individual of finding that one's work is no longer necessary because of modern technology. 2. Five paragraph composition on the effect of technology on today's occupations. 3. Students self asses their ability to deal with change.

THE MILL *Edwin Arlington Robinson (1869–1935)*

The miller's wife had waited long,
    The tea was cold, the fire was dead;
And there might yet be nothing wrong
    In how he went and what he said:
"There are no millers any more,"
    Was all that she had heard him say;
And he had lingered at the door
    So long that it seemed yesterday.

Sick with a fear that had no form
    She knew that she was there at last;
And in the mill there was a warm
    And mealy fragrance of the past.
What else there was would only seem
    To say again what he had meant;
And what was hanging from a beam
    Would not have heeded where she went.

And if she thought it followed her,
    She may have reasoned in the dark
That one way of the few there were
    Would hide her and would leave no mark:
Black water, smooth above the weir
    Like starry velvet in the night,
Though ruffled once, would soon appear
    The same as ever to the sight.

COMPUTERS DO IT ALL

Subject area competencies: Business and Office Careers

GOAL AREA Marketable Skills

SUBJECT Social Studies

GRADE 7 - 9

Basic skills: Reading, writing, computing

Career development objective/indicator: 9.5A Considers implications of future technological change on preferred occupations

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Understanding the effects of technological change. A. The application machines to business needs: 1. Space 2. Medicine 3. Mail 4. Forecast Results 5. Schedules 6. Business Data a) payrolls b) inventory c) income tax d) reservations	1. The teacher will explain automated data processing by describing at least five different ways in which the electronic computer serves people. The class will research and discuss the computer's many uses. a. Space exploration b. Medicine c. Sorting and routing mail to its proper designation using zip code information. d. Forecasting results to aid in decision-making. For example, batting, field, and pitching capabilities of baseball play can be fed into the computer at the beginning of the season which can result in telling which team is most likely to win a pennant. Also, by means of gauges, meters, and wheels the analog computer can measure and process physical variables such as temperature, pressure, and velocity in weather forecasting.	Exploratory Business Grubbs. Ashmun. Patrick 6th Ed. Copyright 1978 You are a Data Processor (1974) Merle W. Wood Business and Office Careers Filmstrip by Grady Kimbrell Introduction to Data Processing Arnold. Hill, Nichils John Wiley & Sons, Inc. New York	Check students alphabetical filing systems 2. Check students bank listing in numeric sequence 3. Review student homework assignment preparing income statements, and posting of accounts payable and receivable Unit test

Computers do it All, continued.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
II. B. Understanding the functions and techniques of data handling 1. Recording 2. Classifying 3. Calculating 4. Sorting 5. Summarizing	e. Schedules can be arranged based on similar taste and interest for students. Also attendance records and reports can be produced accurately and rapidly. f. Business Data can be prepared by the computer in banks, in insurance companies, business offices and government agencies. 2. Have a speaker discuss or use a computer terminal and cards to demonstrate the steps of handling data. 3. Have students try sample problems using the computer. 4. Search want ads from a current newspaper to see job trends in computer-related industries.	How'd that last joke "STRIKE" you? Very funny, but how do you put that play on the computer?	

NEW TECH

Subject area competencies: Writing research and oral communication skills

Basic skills: Reading and mathematics

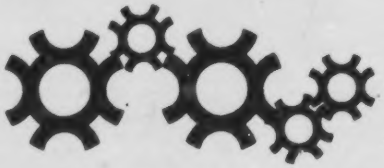
Career development objective/indicator: 9.5A Explores emerging careers and occupations

GOAL AREA Marketable Skills

SUBJECT Language Arts

GRADE 7

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Why Language Changes A. New technological discoveries result in coining of new words. B. Conquests by foreign nations C. Carelessness in spelling D. Desire to shorten some words. II. New Careers taking "A" above, what new careers with new job titles, new job descriptions have emerged in the area of flight and space age development.	1. Discuss the evolution of Old English to Middle English to Modern English. Put samples of each on board. Discuss changes. 2. Students prepare a list of new jobs that have developed with advent of mechanical flight. Which of these would represent the coining of a new phrase or of words such as "flight attendant," "radar scanner," "steward" and "stewardess". (Students make list) 3. Students list five jobs that are of a special personal interest in the flight/aerospace field. Look up description of job and underscore all words that did not exist in that realm prior to 1900.	English for Meaning by Mae Millan "The Story of Our Language" section. Occupational Outlook Handbook, U.S. Dept. of Labor. Dictionary of Occupational Titles Doubleday	1. Pupils will orally present to class one "new job" and its description, explaining how and why it evolved. 2. Teacher will administer oral quiz using guide words from Method Activities column regarding flight etc.



III. Career Awareness
- A. Which jobs would be more permanent? Which more subject to change?
- B. What worker qualities are essential of desirable in new jobs?
- C. What percentages of jobs do you feel are of a permanent nature

1990

Subject area competencies: Basic ability to theorize and project

GOAL AREA Marketable Skills

SUBJECT Social Studies

GRADE 7

Basic skills: Listening skills, ability to draw conclusion

Career development objective/indicator: 9.5A Explores emerging career and occupations

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Identify emerging careers. A. Technological change II. Identify outgoing careers A. On basis of technological change III. Reviewing of statistics A. Career Table outlook to 1990	Without reference - 1. Students will list 5 careers they feel will offer good job opportunities or importance in 1990. 2. Students will list 5 careers which will offer limited job opportunities and importance in 1990. 3. Each student will share his or her choices with class and offer explanation of their choice 4. Teacher and students will discuss large sampling of statistics on career opportunities in 1990. (Ditto will be distributed)	New York Times Supplements Career Projection in 1990 List of Career Clusters Ditto of Career Outlook Statistics (New York Times)	Students ability to theorize correctly, on the basis of their 10 choices, good and bad career outlooks projected to 1990.

COLOR CODED

GOAL AREA Marketable Skills

SUBJECT Social Studies

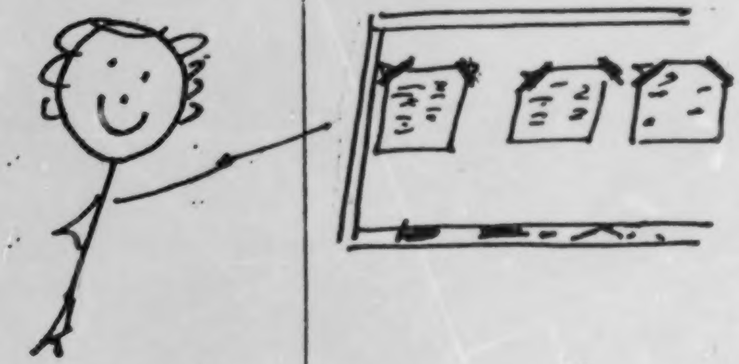
GRADE 9

Subject area competencies: Career Information

Basic skills: Reading, using a newspaper, coding

Career development objective/indicator: 9.5A Explores emerging occupations

CONTENT	*METHODS/ACTIVITIES*	*RESOURCES*	*EVALUATION ITEMS*
I. Utilization of the newspaper for information on job availability. II. Identification of skills for those jobs that have been identified as having high availability.	1. Using career, help wanted section of newspaper color-coded for major fields and requests for employment (taped to a wall of chalkboard) and discuss the most numerous jobs listed. 2. Begin list according to those jobs obviously in demand at the present time e.g. key punch, data processing, nursing, secretary. Make a list of most-in-demand fields 3. Explain these job needs in terms of recent trends - a. Why are there so many vacancies in computer technology? (Emerging Industry not enough people trained as yet). b. Why, in contrast, are there vacancies in nursing and secretarial work when they are not emerging fields (they have been in existence for many years).	Newspaper, current, Sunday Edition Occupational Outlook Handbook, Occupational briefs Counselors	1. List prepared by student of skill required 2. List of growing industries vs. older industries 3. Student discussion and explanation of skill to career relationship. 4. Students' written and oral answers to questions at end of activity.



Color Coded, continued

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
	4. Divide the list into two groups. a. Jobs that are new, and these express a need for people who are trained in a new field (computers, data processing, etc.) b. Jobs that are not new, but express a need for people who have not trained in that area for lack of motivation (prestige, money, etc.) 5. What, then, would be considered marketable skill in the present market? Which way would one think they will go in the future? Identify skills that would lead to acquisition of some of the jobs listed. Are the skills limited or transferable (e.g. typing)? Are the skills learned on the job or in special training? Will the Industry grow to absorb more skilled workers?		

Then, Now, and After

Subject area competencies: Study of Colonial Occupations

GOAL AREA Marketable Skills

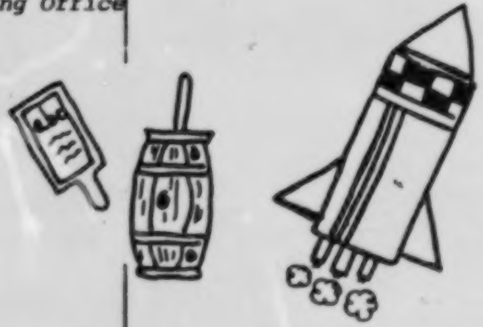
SUBJECT Social Studies

Basic skills: Comparing, forecasting

GRADE 7

Career development objective/indicator: 9.5A Explores emerging occupations

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Discussion of Colonial occupations II. Comparison with those of today III. Forecasting of future occupations	1. Students complete reading about colonial life in text and list the occupations of the period. 2. Discuss which of these occupations are still needed today which are no longer useful and what explanation is there for the difference. 3. Have each student brainstorm a list of today's occupations that were not in existence in Colonial days. Share lists and discuss what are some reasons for the changes in needed jobs and what areas of life have been most affected by these changes. 4. The U.S. Dept. of labor estimates that a total of 66.4 million new jobs will open between 1978 and 1990 - 49 million white collar and service jobs and only 16.2 million blue collar jobs. Discussion: 1. In what new areas will these white collar jobs be needed in the next ten years? 2. What service areas will increase 3. Can you think of any new jobs that will have to be created?	Schwartz, Melvin and O'Connor, John R. The New Exploring American History. New York - Globe Book Company, 1974. Summary Report of the Vice President's Task Force on Youth Employment Washington, D.C. U.S. Government Printing Office August, 1980	Summary questions: Why will adaptability and flexibility be more important to the labor force of the 1980's than they were in Colonial times?



LEISURE PREFERENCES

CITIZENSHIP 10

10.1 Identifies personal and leisure preferences.

A. Relates values and interests to use of leisure time.

1. Have students complete leisure time collages. Share with the class the reasons why some activities are preferred over others.

2. Have a faculty arts and crafts display. Use a showcase to display crafts and works done by other faculty members to illustrate skills teachers have developed and use in their leisure time.

3. Students compile a list of school and community clubs and organized activities for people their age as well as for adults. For each activity, list some values or benefits a participant would derive. For example: ski club - social, physical exercise, opportunity to travel, enjoyment of the beauty of mountains, recreation and relaxation, personal satisfaction in developing skills.

4. Field trips to museums, concerts, and other cultural activities will expose students to a diversity of leisure time interests. Preparations for class trips, etc., might include a discussion relating the activity to development of leisure time interests.

5. In language arts classes, have students read "just for fun." Ask students to list favorite stories and books and discuss the value of reading for leisure.

◆ 7. Foreign language, "Relampago" p.355
◆ 8. Art,"Symmetry in Mobiles" p.356

10.2 Uses leisure time effectively.

A. Assesses the value of hobbies and activities in personal development.

1. Give the students a large list of possible leisure time pursuits or have students generate such a list. Ask students to classify the activities any way they want, using as many or as few groupings as they wish. Ask them to give a heading or title to each category. Discuss the results with students.

2. Students record and discuss their use of leisure according to the following criteria:
   a. effective use of leisure time (at present);
   b. projection of leisure time use during working years;
   c. implications of shorter working week, retirement;
   d. applications of school skills, activities toward future leisure time. (Music for recreational uses.)

3. Students might develop a list of criteria suitable for evaluating the effective use of time.

4. Invite a person from the recreation department to discuss the role of recreation and recreation services in the community.

5. Ask students to list three favorite leisure activities. Then find someone in the group who shares the same favorite activity. Use this as a basis for forming discussion groups.

B. Explores a broad range of leisure activities in terms of their benefits to self and others.

1. In Language, have students write and present speeches, poems, or papers on the subject of leisure.

2. Have students interview adults to determine what they do with their leisure time and what benefits they derive from it. Make a summary of findings.

3. Look in the yellow pages of the phone book to identify businesses and other people or places that support leisure time activities such as dance classes and teachers, travel agents, municipal parks and recreation directors, clubs, golf courses, pools, Y's, etc. Students discuss relative costs and benefits of the activities represented.

4. Make a list of leisure activities and find examples of people who earn a living doing each activity. Examples: gardening, playing baseball, sewing, cooking, going to see plays or movies, playing musical instruments.

◆ 5. Guidance, "Leisure" p.357

C. Records and evaluates leisure time.

1. Math students record leisure time use over one week and calculate the percentage and daily average of time spent in various kinds of activities. Graph results in circle or bar graphs. Discuss insights gained after seeing the way in which time is spent. Equate time with money as an investment.

2. Students plan a cross country camping trip. Have students compare decisions they made, what stops were planned and why. This can be in conjunction with map skills. Calculate the approximate cost of the trip.

3. Write to the Chamber of Commerce of various places in the U.S. to obtain information for touring, sightseeing, camping, and other activities involved in visiting. Have students prepare presentation on "their cities or places." Then have students write about "the place I would like to visit most" and why. Students discuss travel as a means of utilizing leisure time and research careers that would allow for travel by offering enough time and money.

◆ 4. Language arts, "Leisure Log" p.358

10.3 Is able to participate in individual and group leisure activities.

A. Participates in club activities desinged to promote activities for leisure.

1. Promote a variety of school activities to encourage students to develop lifelong leisure interests.

2. Students interview parents and other adults to determine whether they follow leisure time pursuits that were begun in school. Ask which school activities they no longer pursue and why.

10.4 Relates the role of leisure to careers.

A. Considers leisure activities that support or complement occupations.

1. In physical education, make a list of sports and ask students to categorize or classify them according to individual vs. group sports. Also have students note those that are lifetime sports and those that are played professionally.

2. Have students research occupations that are sedentary and for which an individual's participation in athletics would represent a complementary activity.

3. Students define "hobby" and set up criteria for selecting a hobby . Hold a hobby fair in which students and parents display hobbies and share their interests and skills. Discuss hobbies that have become occupations for people; discuss the need for hobbies that are very different from one's occupation.

4. In physical education, discuss the role of physical fitness to health and performance on the job.

◆ 5. Mathematics, "Sports Averages" p.360
◆ 6. Health, "N.J. Recreation" p.361
◆ 7. Physical education, "Why Leisure?" p.362

B. Explores occupations with reference to the amount and type of leisure time they might present.

1. Students research a variety of occupations in terms of their affect on a person's leisure time. Some examples would be:
   a. seasonal work (landscapers, carpenters, painters)
   b. occupations in which vacation time is unpredictable (detective)
   c. occupations that allow fairly large blocks of vacation time (teachers)
   d. occupations that allow for little or no periods of vacation time (family owned businesses, dairy farming)
   e. others.

2. In physical education, students may learn how to play golf, bowl, dance. Discuss how the ability to do these activities can enhance professional life and leisure.

3. Mathematics. Students identify occupations related to providing leisure activities for people. Mathematics problems in proportions and related to leisure careers may be found in Geier and Lamm, _Mathematics and Your Career_, Amsco School Publications, 1978.

C. Explores occupations in terms of leisure interests.

1. Students make two separate lists. One of ten favorite leisure interests in priority order, and another of five or more occupations that are of potential interest also in priority order. Then research the working conditions, demands, and benefits of each career. Answer several questions about the two lists, including:
    a. Are any of the occupations incompatable with the leisure list?
    b. Do the occupations selected seem to be patterned after or opposite the leisure pursuits listed?
    c. Do you think that your leisure interests and your occupational interests will change?
    d. If you were working at your first occupational choice, would you have the time and the money to pursue your first three leisure interests?

◆ 2. Physical education, "Careers In Sports" p.363

10.5 Coordinates citizenship role with lifestyle and career.

A. Describes the responsibilities of citizens in a democratic society.

◆ 1. Social studies, guidance, "What Would You Do?" p.364
◆ 2. Social studies, "Voting" p.365
◆ 3. Mathematics, "Stats" p.366
◆ 4. Language arts, "You Can Depend On It!" p.368
◆ 5. Social studies, "Elections" p.369
◆ 6. Social studies, "It's Your Duty" p.371
◆ 7. Mathematics, "Taxes" p.373

10.6 Participates as a responsible member of the family.

A. Considers one's orientation to family in exploring career directions.

   ❖ 1. Health, "Living In Families" p.374

   2. Discuss with students how job mobility is affected by family orientation, family size, willingness of family members to move.

   3. Have students consider the effects of different occupations on family life, for example:
      a. jobs which take a parent away from the family for long periods of time (traveling sales person, actor)
      b. jobs which family members must support (farming, small family businesses)
      c. jobs of unexpected duration
      d. jobs that move the family frequently
      e. jobs that limit private life
      f. high risk, high pressure jobs (police work)
      g. others.

B. Describes and discusses personal and family relationships.

   1. Role play decisions involving family relations.

   2. Research and discuss the role of families to individuals and society.

   3. Discuss and list elements that contribute to positive family relationships.

Relampago

Subject area competencies: Foreign Language Class: Spanish Art and Music

GOAL AREA Leisure Preferences
SUBJECT Spanish II
GRADE Grade 9

Basic skills: Communication through writing and speaking

Career development objective/indicator: 10.1A Relates values and interests to the use of leisure time.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Relation of Spanish Art and Music to Spanish culture. A. Andres Segovia (famous guitarist) narrated the film and played his guitar. B. Victoria de los Angeles sang a few operatic selections. C. Works by El Greco and Vel Velazquez were shown within El Prado. D. Julia de la Rocha played selections on the piano.	1. Before viewing the film, students will read through a ditto which discusses the major artists and musicians from Spain, like El Greco, Velazquez, Goya, Segovia, Casals, de los Angeles, etc. 2. The students view Part I of the film "El Prado: Masterpieces and Music". After viewing the film, the students will develop a cultural awareness of Spanish music and art, and they will show that they know about the Prado Museum by written and oral means. 3. The students will play a game "Relampago" (Lightning) where the class is divided into three teams and topics are given; each team writes as many words in Spanish which relate to the topic (they have 1 minute). Each team calls off a word but no one else is allowed to say it. For example, I say "music" and they write down words that relate to it.	Ditto with information on Spanish artists and musicians. Teacher developed. (#1) Film from the N.J. Bell Telephone Company: "El Prado: Masterpieces and Music". Teacher developed game.	1. Teacher observation: a. Class discussion b. The review of the ditto on Spanish art and music c. When playing the game In all cases the criteria used in evaluating the students included; class participation during the review of the ditto, the film, and the game.

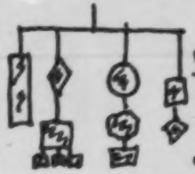
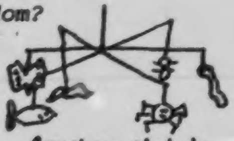
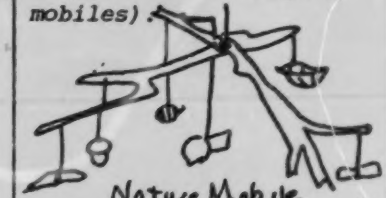
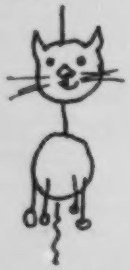
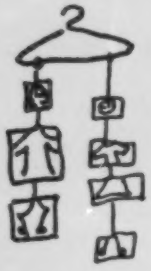
SYMMETRY IN MOBILES

Subject area competencies: Decision making. Symmetrical relationships

GOAL AREA Leisure Preferences
SUBJECT Math/Art
GRADE 7-8

Basic skills: Math/Art, Symmetrical Understanding

Career development objective/indicator: 10.1A Identifying leisure activities; Relates values and interest to use of leisure time.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Search through materials and cut out pictures. A. Students interact in helping each other find pictures. II. Awareness of balance and symmetry in mobile assembly. A. Balance of pictures for size and shape to hang straight. B. Symmetry is correspondence in size, shape and relative position of parts on opposite sides.	1. Select and cut our pictures of 10 favorite leisure activities. Plan possible mobile arrangement. Be aware of balance, symmetry and a variety of ways of hanging pictures. 2. Student explains the pictures selected and his/her choices of leisure activities. Display finished mobile in classroom. 3. Class has discusison of leisure activities in terms of cost and social aspects. a. What are fun things to do alone? With a friend? With your family? In a group? b. What fun things are free? Cost a little? Cost a lot? c. Survey by hands of frequency of doing their fun choices. Often? Occasionally? Seldom?  Reflector mobile Tiny pieces of mirror or foil-Covered Cardboard  Creature Mobile	A variety of magazines, newspapers, travel folders, pamphlets of tourists attractions, etc Materials for mobile assembly; glue, scissors, string, wire hangers, dowels, sticks, construction paper, etc. Book: Values Clarification Sidney B. Simon Hart Pub. Co., N.Y. 1972 (See attached sheet for suggestions on hanging mobiles).  Nature Mobile	1. Teacher observes student making choices, helping each other, and skill in making mobile. 2. To check student's awareness of his/her leisure activities do strategy "Twenty Things I love to do" from values clarification. pp. 30-34.  Pet Mobile  People Mobile

Leisure

Subject area competencies: Use Leisure Time Effectively

GOAL AREA Leisure Preferences

SUBJECT Guidance

GRADE 9

Basic skills: Leisure Information

Career development objective/indicator: 10.2B Explores a broad range of leisure activities in terms of their benefits to self and others.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Kinds of Leisure Time Activities - Passive - Active II. Lifetime Activities III. Short Term Activities IV. Career Possibilities in Leisure and Recreational Fields. V. Leisure and Recreational Fields of the future.	1. Discussion of passive activities such as TV watching and reading. 2. Discussion of active activities such as bowling, fishing, golf. 3. Discussion of short-term activities such as football, wrestling, baseball. 4. Discussion of jobs in recreational fields, such as trainer, groundskeeper greenskeeper, equipment manager, ticket sales, public relations and so forth. 5. Discussion of leisure and recreational fields and job opportunities for the future.	Vocational Biographies, G-6, E-3, E-4, published by Vocational Biographies Sauk Centre, Minnesota Staff Members Guidance Department Members	1. Evaluation of different age groups and sports participation i.e. activities at the following ages - 20-29 30-39 40-49 50-59 60-69 70 and up 2. Evaluation of job opportunities in various leisure fields. 3. Evaluation of leisure - recreational fields in the future.

Leisure Log

Subject area competencies: *Writing, critical thinking*

GOAL AREA Leisure References

SUBJECT Language Arts

GRADE 8

Basic skills: *Writing skills, graphing*

Career development objective/indicator: *10.2C Uses Leisure time effectively, records and evaluates leisure time use.*

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Journal and Diary A. Definition B. Literary Form C. Sources of Biographical Information II. Uses of Journal and Diary A. Historical Record B. Biographical Record C. Scientific Record D. Method of Evaluating Activities	1. Define journal, diary, log. 2. Read examples of journals, diaries and analyze use of each. 3. Keep a personal log for one week listing time of day, location, activity. 4. Analyze Log A. Compile total hours spent 1. in shcool 2. sleeping 3. eating 4. watching TV 5. doing homework 6. doing chores 7. involved in activities a. sports b. clubs, associations c. etc. B. List ways use of leisure times could be improved to gain more personal satisfaction.	Selected - Journals Diaries Autobiographies Teacher-made activity log, summer chart	1. Student completes log showing use of time. 2. Student compiles chart showing total time spent on all activities. 3. Student lists ways s/he may gain greater satisfaction from use of leisure time. 4. Completion of statement: After completing the summer chart, I was suprised to discover how much of my time was spent.....

ACTIVITY LOG

DAY ________ -359

	ACTIVITY		ACTIVITY
6:00		6:30	
7:00		7:30	
8:00		8:30	
9:00		9:30	
10:00		10:30	
11:00		11:30	
12:00		12:30	
1:00		1:30	
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4:00		4:30	
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7:00		7:30	
8:00		8:30	
9:00		9:30	
10:00		10:30	
11:00		11:30	
12:00		12:30	
1-6:00			

DAY ________

6:00		6:30	
7:00		7:30	
8:00		8:30	
9:00		9:30	
10:00		10:30	
11:00		11:30	
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6:00		6:30	
7:00		7:30	
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9:00		9:30	
10:00		10:30	
11:00		11:30	
12:00		12:30	
1-6:00		1-6:00	

WEEKLY ACTIVITY SUMMARY CHART

____

HOURS SPENT

ACTIVITIES	4	8	12	16	20	24	28	32	36	40	44	48	52
SLEEPING													
EATING													
SCHOOL													

SPORTS AVERAGES

GOAL AREA Leisure Preferences
SUBJECT Math
GRADE 8

Subject area competencies: Changing fractions to decimals

Basic skills: Ratio, division, multiplication

Career development objective/indicator: 10.4A Considers leisure activities that support or complement occupations

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
Sports Averages Baseball I. Averages used in baseball A. Earned Run Averages B. Fielding Averages C. Batting Averages D. Won-Lost Records II. Methods of computing these averages III. Careers involving sports statistics	1. Discuss who uses sports statistics a. Team statistician b. Sports reporters for papers, radio, etc. 2. Review the necessary mathematics a. Definition of ratio b. Changing a fraction to a decimal by division c. correct placement of the decimal point d. Rounding to the nearest hundredth and thousandth 3. Give the rules for computing the baseball statistics listed under content; and work out sample problems on the board. 4. Give the students additional problems for practice.	Any standard math text for the review/or introduction of math processes. The sports page of the local paper (a N.Y. paper may be more complete) for box scores, team standings etc. Focus on Sports Handy Math, Jan Fair & Ken Rand, Creative Publications, Inc. Palo Alto, Calif. 1979, p.6 (see attached). Mathematics for Today, Wilmer L. Jones, Ph.D., New York, Sadlier-Oxford, 1979, p.192-203	Evaluation can be done in a variety of ways, including: 1. A quiz or test may be given on the computation of baseball averages. 2. Teacher or students may bring in copies of the records for the school team; and then compute check, and compare the results. 3. Students may follow the results of their favorite pro player or team over an extended period of time and compute the changes in averages (*The problem is that this would extend beyond the time allowed for this lesson).

N.J. RECREATION

Subject area competencies: Developing leisure time activities

GOAL AREA Leisure Preferences

SUBJECT Health

GRADE 7

Basic skills: Reading, Body co-ordination

Career development objective/indicator: 10.4A Selects leisure time activities that support or complement occupations

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Chart leisure time activities of class. A. Monthly B. Seasonally II. Have individuals review leisure time activities and connect them with career values III. Begin to be aware of seasonal recreation facilities in N.J. IV. Work in groups to establish awareness of like-minded classmates.	Have small groups do one of these activities: 1. Make a collage of N.J. recreation activities. 2. Make a four season display of N.J. liesure activities using magazines and ads. 3. Make a transparency overlay connect leisure time skills with specific careers. i.e. hiking overlay illustrating a. enjoyment of out-of doors b. ability to observe c. physical endurance overlay a. forest ranger b. recreation therapist c. lumberman Others	Daily papers travel bureau Real World Occupational Outlook Handbook Readers Guide to Periodical Literature	1. Give presentation of graphic work. 2. Ask each student to do a chart of recreation interests and do brain storm session of career values. 3. Individuals review leisure time activity per season. List careers that might follow.

Why Leisure?

GOAL AREA Leisure Preferences

SUBJECT Health, P.E. Guidance

GRADE 10-12

Subject area competencies: Value Clarification

Basic skills: Decision making, self-discipline

Career development objective/indicator: 10.4A Expresses satisfaction and reason for satisfaction concerning use of leisure.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Need for leisure time A. Self-Fulfillment B. Self-Confidence C. Social Benefits 1. Sense of belonging 2. Social awareness D. Release of stress E. Physical health and activity 1. Exercise 2. Leadership 3. Cooperation 4. Pride 5. Responsibility	1. Develop personal inventory of leisure time activities: to include name of activity, time devoted and benefits derived. 2. Discuss how students feel about leisure activities: their importance-how are they rewarded (self-reward, a reward from others). 3. Discuss criteria for evaluating effective use of leisure time. 4. Interview individuals representing various leisure activities. 5. Invite medical personnel to speak on the subject of stress.	P.E./Health teacher Recreation department Y.M./W.C.A. Boy's Club American Association for Health, Physical Education and Recreation. (AAHPER)	1. Student will review and explain personal inventory. 2. Develop class composite from inventories. 3. Peer evaluation of inventories (criteria-variety of activities, balanced life style, and apparent satisfaction). 4. Teacher evaluation 5. Questionnaire - sample questions Do you like competition? What activities have you wanted to do but have never done?

CAREERS IN SPORTS

Subject area competencies: The Case for a Career in Sports

GOAL AREA Leisure Preferences

SUBJECT Physical Education

GRADE 7 - 9

Basic skills: Reading, writing, communication

Career development objective/indicator: 10.4C Explore careers in terms of leisure interests.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Eight arguments in favor of a career in sports. 1. Give you a chance to show your ability and get ahead fast. 2. Good pay for doing what you enjoy. 3. Something to be proud of ....others cheering you on. 4. Can have a sports career and an education too. 5. Get around, meet people, do things, travel opportunities. 6. Healthful life. 7. Springboard to a second career. 8. Security of a guaranteed income for early retirement.	1. Each student will list as many arguments as possible in favor of a career in sports. (10 minutes) 2. With one student writing at the board, list the arguments students have suggested. 3. Teacher will add any additional arguments from page 25, Careers and Opportunities in Sports. (See resources) 4. Discuss each one in terms of how a leisure time sport could be realized in a career.	Careers and Opportunities in Sports, Stan Isaacs, E.P. Dutton and Co, Inc. N.Y., N.Y.	1. Erase the board and ask students to recall 4 arguments for having a career in sports. 2. Have students pick one sport that they especially enjoy. List 4 examples of how this sport can be turned into a career.

WHAT WOULD YOU DO ?

Subject area competencies: Group Discussion with Individual and Group Interaction.

Basic skills: Ability to use the decision-making process in relation to individual & group processes/problem-solving

Career development objective/indicator: 10.5A Ability to comprehend and describe individual and group responsibilities of citizens in a democratic society.

GOAL AREA Leisure Preferences

SUBJECT Social Studies Guidance

GRADE 8

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. The development of a sense of responsibility for one's own behavior consideration for others and a high sense of integrity. II. Comprehension of what is right and wrong for oneself.	1. What would you do? - Group and individual discussion on: picture of a messy yard; picture of finding a wallet; picture of seeing a shoplifter in action. 2. Role-playing combined with a panel discussion on "responsibility for one's own behavior .....doing the right thing, sharing values. 3. Discussion on how an employer would look upon rules, truth, promises, fair-play, integrity, etc..... in any occupation.	Simpson, B.K. Becoming Aware of Values; Pennant Press, San Diego, California, 1973.	1. Students develop their own personal responsibility chart. 2. Students can design a wall chart or design, showing the personal responsibilities that are found in the occupational cluster on personal service.

VOTING

Subject area competencies: oter Registration Process; Purposes of Primary and General Elections.

Basic skills: Listening skills, note-taking, research skills, peer discussion

Career development objective/indicator: 10.5A Describes the responsibilitues of a citizen in a democratic society.

GOAL AREA Leisure Preferences

SUBJECT Social Studies

GRADE 9

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Voter Registration requirements A. General Election B. Primary election C. Run-off election D. Public financing II. Definitions III. Reasons for Voting A. Self Interest B. Party Interest C. Group Section Interest	1. Teacher presentation of student assignment to research definitions, concepts, requirements as described in content. 2. Student-teacher discussion of results of student research. 3. Students participate in a "role playing" simulation of registration process using teacher-prepared registration forms. 4. Students assigned composition in which they describe importance of participating in the election process as it relates to citizenship in a democratic society.	Basic Principles of American Government: Sandord and Green, Amsco. Newspapers and national news magazines on current issues. Local newspapers for information on issues to be decided by voters. Teacher-prepared registration forms based on N.J. postcard registration form.	1. Student comments and discussion participation 2. Teacher-prepared assessment in form of test. 3. Student response to task assessment 4. Student response as indicated in composition.

STATS

Subject area competencies: Statistics

Basic skills: Use of formulas, chart formation

Career development objective/indicator: 10.5C Explores careers in terms of leisure interests

GOAL AREA Leisure Preferences

SUBJECT Mathematics

GRADE 7-8

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Statistics A. Collection of Data B. Organization of Data C. Analysis of Data II. Use of formulas: involving numerical computations	1. Students generate list of leisure activities enjoyed. Poll class to discover number of students who enjoy "sports" or "gym". 2. Students list careers that deal with sports: statistician, announcer, karate teacher, health salon operator, exercise attendants, etc. 3. Each student role plays job of "sports statistician" for the game of his/her choice. During leisure time, student wathces the game to record one player player's moves. Results should be neatly tabulated. Compute possible results using formulas. Examples: Football-choose running back and record rushing yardage and number of carries per game. Compute rushing average. Basketball - choose one player to record free throw percentage. This is found by dividing the number of baskets made by the number of foul shots taken. Baseball - choose one batter to compute batting average and/of slugging percentage. 4. Using 3" x 5" index cards, students create a "stat sheet" for the player they investigated. This is similar to statistics given on baseball cards Class discusses results in regard to careers, their difficulties and rewards.	Introduction to Vocations Comprehensive Middle School Mathematics Activities	Students' "stat sheets" can be graded for accuracy and neatness. Charts and use of formulas can also be judged.

FORMULAS

FOOTBALL:

$$\text{Rushing Average} = \frac{\text{total number of running yards}}{\text{total number of carries}}$$

BASKETBALL:

$$\text{Free Throw Percentage} = \frac{\text{number of baskets made}}{\text{number of foul shots taken}}$$

BASEBALL:

$$\text{Batting Average} = \frac{\text{number of hits}}{\text{number of times at bat}}$$

$$\text{Slugging Percentage} = \frac{\text{number of singles} + (\text{number of doubles}) \times 2 + (\text{number of triples}) \times 3 + (\text{number of homeruns}) \times 4}{\text{number of times at bat}}$$

SOCCER:

$$\text{Goals Against Average} = \frac{\text{number of goals allowed}}{\text{number of games}}$$

YOU CAN DEPEND ON IT

Subject area competencies: *Write a composition/essay*

GOAL AREA *Leisure Preferences*

SUBJECT *Language Arts*

GRADE *8*

Basic skills: *Reading*

Career development objective/indicator: *10.5A Considers leisure activities that support or complement careers.*

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Essay Topic "Name an occupation whose survival of success depends upon leisurely pursuits." *A. List an occupation* *B. Describe the occupation in your own words* *1. skills/training required* *2. salary and benefits probably involved.* *3. long term expectations of jobs.* *C. List recreational or leisure activities that rely on this*	*1. Discusison of a cement mixer and how this career involves leisure.* *1. Construction of ball parks, arenas, recreation centers, etc.* *2. Domino effect - steel worker involved in ball park, also involved in sports car construction; tire industry manufacturers tires and rubber goods for sports cars, etc.* *2. Pupil gives teacher one example orally of how an occupation impacts leisure or vice versa (such as security) guards needed at sporting events, ticket printing and publications). Student relates two qualifications that may be needed to fulfill obligation of career.* *3. Student writes a two page essay showing the types of careers related to leisure time and how a domino effect of dependence is established.* *4. Student explains in own words how every occupation touches on leisure in some capacity.*	*Media Center* *Magazines* *1. Sporting varieties* *2. Mechanical varieties* *3. Home life types* *Newspaper* *Career publications*	*1. Teacher judgement of classroom discussions.* *2. Teacher evaluation of student essays.*

ELECTIONS

Subject area competencies: Casting a vote, election procedures, knowledge of political parties, campaign platforms, and issues.

Basic skills: Reading newspapers, magazines. Listening to related TV programs; form opinion. Reading & listening comprehension.

Career development objective/indicator: 10.5A Improve understanding of the personal responsibilities of citizens in a Democratic society to conduct citizenship role with life style and career.

GOAL AREA Liesure Preferences

SUBJECT Social Study

GRADE 8

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Knowledge of candidates: (local, state, national) Names, Pictures, Personal background, Present occupations. II. Information on each candidate's platform: proposal on foreign policies, defense spending, etc. III. Identification of major public issues: energy, inflation, taxes, etc. IV. Compare and contrast stands taken by the candidates understanding	1. Discuss importance of voting as a citizen's personal responsibility in a democracy. 2. View filmstrip which will provide a background on election procedures, review highlights with students. 3. Use appropriate civic text for extra reinforcement on background, if necessary. 4. Students compile a notebook of newspaper magazine clippings, illustrations on candidates, and their campaigns. 5. Students bring in current newspapers and magazines and cut out pictures of major candidates, articles on personal background. Students label the political parties the candidates belong to (Material will be put into their notebooks. Review orally.)	Basic Civics textbook: I use *The Presidency, Congress, and the Supreme Ct.*: Scholastic American Citizenship Program - Scholastic Book Services 1977 Appropriate newspapers: such as the *N.Y. Times* or a good local newspaper Appropriate magazines such as *Newsweek*, *Time*, *U.S. News* and *World Report* Material from local campaign headquarters of League of Women's Voters Office	The student will identify candidates, their associated political parties, examine platforms and compare their opinions on major issues in order to make a judgement and cast a vote for the candidate of their choice. The student will recognize the importance of voting in maintaining democratic way of life. A. Evaluate student notebook based on its content of news clippings, articles, illustrations, etc. B. Measure, through use of quiz, student's knowledge of basic facts pertaining to election procedure. Material can be from texbook, filmstrip, discussions. (Ex. How often do we elect a president.)

ELECTIONS, continued ....

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
IV. Compare and contrast stands taken by the candidates understanding issues & platforms will be a responsibility in forming personal opinions V. Correlate the activity of casting a sample vote with future citizenship responsibilities. VI. Examine a sample voting ballot: become familiar with format know how voting machine operates. VII. Differentiate between popular & electoral votes. VIII. Identify personal responsibilities involved in casting a vote: awareness of available resources to gather information on candidates (newspapers, magazines) knowledge of voting machine and its operation.	6. Identify issues of major importance (e.g. defense spending, foreign policy, budget cuts, etc.) List on the board. Using newspaper/magazines, have students find and cut out articles which explain the stand each candidate takes. (this material will also be part of their notebooks) Review orally. 7. Using articles, compare and contrast the candidate's stand on issues. 8. Before class casts ballots, pass out copies of sample voting ballots. Also, display one ballot on board. Orally discuss the organizational format of the ballot, reviewing positions being voted on, candidates being elected, and directions for operating machine. 9. Display map of U.S. showing electoral representation for each state. If possible, xerox copies of the map for student reference. Explain how electoral college vote differes from citizen's popular vote.	Posters, maps that coordinate with content. Scholastic Book Services have many available. Appropriate filmstrip on election procedures I use: "Election '80 We Chose a President" Scholastic Magazine Services . Sample Voting Ballot that you receive in the mail prior to Election Day.	C. Students will compile a list of resources they used that provided them with material/information on candidates, etc. Have students indicate which resources were most helpful. D. Cast a ballot. Student will decide upon a candidate and correctly complete the ballot.

it's your duty

GOAL AREA Leisure Preferences

SUBJECT Social Studies

GRADE 7-9

Subject area competencies: To increase knowledge of responsible behavior

Basic skills: Read, write, speak; A basic understanding of civics.

Career development objective/indicator: 10.5A Describe the responsibilities of citizens in a democratic society.

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
Being a responsible citizen I. Duties of American citizens "have to": 1. Pay taxes 2. Obey laws 3. Serve as jury members if called. 4. Testify in court if they have evidence to present. 5. Defend the nation by serving in the armed forces. 6. Attend school	1. Discussion: Students are given a list of the duties and responsibilities of American citizens. Benefits/reasons for each are discussed. 2. Students are given "mock" real-life situations which describe responsible and irresponsible actions of citizens. Students identify orally, each situation. (e.g. a neighbor dumps garbage in a vacant lot; you vote in your town election). 3. Given written, "mock" situations students identify each as a citizen who is responsible/irresponsible. 4. Students gather pictures/headlines of responsible behavior. 5. Students discuss/list their own behaviors in daily living.	Newspapers Magazines American Civics, Second Edition, Wm. H. Hartley and Wm. S. Vincent, Harcourt, Brace, Jovanovich, Inc., N.Y. 1974 p.15-16	1. Matching: Student matches duty or responsibility to an appropriate stimulus. 2. Students create "photo-notebook" of responsible citizen behavior. Label all entries. 3. Identification: Student identifies descriptive situations as examples of responsible behavior or not. *See attachment.

CONTENT

II. Responsibilities of American Citizens
  A. American Citizens "should":
    1. Vote in all election
    2. Show interest in government activities
    3. Support political parties
    4. Voice their opinions to their representatives.
    5. Be willing to serve as a government official.
    6. Help government law enforcement through cooperation.

III. Application to awareness of Responsible Citizen behavior in daily life.
  A. In the home
  B. On your block
  C. In your community
  D. On the job

Respond to each of the incidents below. Respond how a responsible citizen would act in each case. Use the list of "duties and responsibilities of American citizens" as a help.

Mock Situation:

1. You receive a jury notice in the mail.
   Response:

2. It is Election Day. You have bowling tonight at 7:00. The polls close at 7:00 but you have to work overtime till 7:00. The polls open at 6:00 A.M. You usually get up at 6:45 A.M.
   Response:

3. Your neighbor is dumping garbage in the lot across from your home. There is a NO DUMPING sign posted.
   Response:

4. You dislike the people living next door. You see someone breaking into their home.
   Response:

5. There is a NO PARKING sign in front of your house. You cannot park there after 3:00 P.M. on Monday, Wednesday, and Friday. You can park two blocks away.
   Response:

6. You see a new stereo system you want. You have to pay cash. You have the cash in the bank but you were saving this money for taxes. Taxes are due in 3 weeks.
   Response:

7. The government is supporting a war between two other countries. You don't support this war.
   Response:

8. Your Congressman voted for a bill that would raise your taxes $100/year. You feel your taxes are high already.
   Response:

9. You receive a draft notice.
   Response:

10. You get a new sports car. You take it out onto the Interstate. The legal speed limit is 55mph.
    Response:

11. Your neighbor is selling "hot" Dishwashers. You have been saving for one for six months. His price will save you $50.
    Response:

12. You see the local bank being robbed. The robber is your neighbor, who is your best friend.
    Response:

TAXE$

Subject area competencies: Addition, subtraction, reading tables

Basic skills: Reading, writing, listening skills following directions

Career development objective/indicator: 10.5A Describes the resp. of citizens in democratic society.

GOAL AREA Leisure Preferences
SUBJECT Mathematics
GRADE 7-9

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Define tax. II. Brief history of taxation: i.e. A. Rome B. Colonial America C. Early U.S. D. Federal Income Tax. III. Use of money A. Public Services such as: 1. Education 2. Transportation 3. Military 4. Medical Research IV. Worker Responsibility A. W-4 B. W-2 C. Form 1040, Form 1040A	1. Present lecture on content and/or read material in resources. 2. Ask students to name services provided by federal money. 3. Ask students to share their personal knowledge of tax; watching a parent file, going to an accountant, etc. 4. Explain vocabulary dependent exemption withhold claim file compensation FICA allowance 5. Students will complete matching and multiplechoice questions.	Understanding Taxes, 1981 Department of the Tresury Internal Revenue Service Publication 21 (Rev. 10-80) Available free upon request	Students will demonstrate their knowledge and understanding of content by their performance on a true-false test. Examples: 1. The W-2 form is completed by the worker true false 2. Our early countrymen paid no taxes. true false

Living in Families

Subject area competencies: Family structure Recongnition; individual development

Basic skills: Reading, drawing inferences

Career development objective/indicator: 10.6B Participates as a responsible member of the family

GOAL AREA Leisure Preferences

SUBJECT Health

GRADE 8

CONTENT	METHODS/ACTIVITIES	RESOURCES	EVALUATION ITEMS
I. Characteristic of a four family structures A. Mother, Father children and large extended family. B. Mother, Grand-mother, children C. Father, children D. Grandparents, small children.	1. Given 4 different family structures listed below the students will try to match some characteristics they think will apply to children raised in each setting: a. Mother, father, children and large extended family b. Mother, grandmother, children. c. Father, children d. Grandparents, small children Students will first discuss the various family groups given and what the living arrangements in each of these might include: 2. List #2 a. Teacher, nurse, social worker b. Nursing home attendant, Geriatric nurse. c. Traveling salesman d. Small family business - restaurant or food store etc. Students will be asked to identify some activities and how they would be ... differently in each gro e.g. 1) household chores 2) food shopping 3) after school jobs and activities, 4) social events planned by family. 3. Compare the qualities developed by different situations (independence, work habits, social awareness, closer relationship with elderly people, etc) among the various groups. 4. Now use second list of occupations. Describe why some people will seem to be more pre-disposed for some occupations by reason of their family back-	Teacher Counselor Family Living Text Occupational Briefings	1. Students will make lists of qualities that might be developed by children in various situations. 2. Based on this lesson, invent a family and child, and suggest some family experiences for him that will aid in the choice of an occupation.

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